Australian Government

MST Textiles, Clothing and Footwear

Release 2.1

CONTENTS

MST Textiles, Clothing and Footwear 24
MST20116 Certificate II in TCF Production Support 25
MST20216 Certificate II in TCF Production Operations 32
MST20316 Certificate II in Leather Production 40
MST20416 Certificate II in Laundry Operations 44
MST20519 Certificate II in TCF Services and Repair 48
MST20616 Certificate II in Applied Fashion Design and Technology 53
MST30116 Certificate III in Clothing and Textile Production 58
MST30216 Certificate III in Manufactured Textile Products 66
MST30316 Certificate III in Millinery 71
MST30416 Certificate III in Footwear 75
Release 2. Supersedes and is equivalent to MST30416 Certificate III in Footwear (Release 1) 75
Release 2. Supersedes and is equivalent to MST30416 Certificate III in Footwear (Release 1) 79
MST30516 Certificate III in Leather Production 80
MST30616 Certificate III in Laundry Operations 85
MST30719 Certificate III in Dry Cleaning Operations 90
MST30819 Certificate III in Applied Fashion Design and Technology 94
MST40119 Certificate IV in Textile Design, Development and Production 102
MST40219 Certificate IV in Clothing Production 108
MST40316 Certificate IV in Custom-Made Footwear 114
Release 2. Supersedes and is equivalent to MST40316 Certificate IV in Custom-Made Footwear (Release 1) 114
Release 2. Supersedes and is equivalent to MST40316 Certificate IV in Custom-Made Footwear (Release 1) 119
MST40416 Certificate IV in Millinery 120
MST40519 Certificate IV in Applied Fashion Design and Merchandising 125
MST50119 Diploma of Applied Fashion Design and Merchandising 132
MST50219 Diploma of Textile Design and Development 141
MST60119 Advanced Diploma of Applied Fashion Design and Merchandising 146
MST60219 Advanced Diploma of Textile Design and Development 155
MSTFD4022 Source materials and resources for production of TCF designs 161
Assessment Requirements for MSTFD4022 Source materials and resources for production of TCF designs 164
MSTFD4023 Calculate cost estimates for TCF products 166
Assessment Requirements for MSTFD4023 Calculate cost estimates for TCF products. 169
MSTFD5023 Develop marketing plans for fashion products 171
Assessment Requirements for MSTFD5023 Develop marketing plans for fashion products 174
MSTFD5024 Evaluate fashion designs against set criteria 176
Assessment Requirements for MSTFD5024 Evaluate fashion designs against set criteria 179
MSTFD5025 Analyse influences on contemporary fashion designs 181
Assessment Requirements for MSTFD5025 Analyse influences on contemporary fashion designs 184
MSTFD5026 Conduct fashion design purchasing 186
Assessment Requirements for MSTFD5026 Conduct fashion design purchasing 189
MSTFD5027 Cost production of fashion and textile designs 191
Assessment Requirements for MSTFD5027 Cost production of fashion and textile designs 194
MSTFD5028 Develop merchandising plans for fashion products 196

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Assessment Requirements for MSTFD5028 Develop merchandising plans for fashion products....199
MSTFD5029 Assess impact of current fashion industry innovations and practices....201
Assessment Requirements for MSTFD5029 Assess impact of current fashion industry innovations and practices....204
MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry....206
Assessment Requirements for MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry....209
MSTGN2014 Operate computing technology in a TCF workplace....212
Assessment Requirements for MSTGN2014 Operate computing technology in a TCF workplace....215
MSTGN4014 Produce and analyse spreadsheets....217
Assessment Requirements for MSTGN4014 Produce and analyse spreadsheets....220
MSTGN5010 Coordinate quality assurance for TCF products and services....221
Assessment Requirements for MSTGN5010 Coordinate quality assurance for TCF products and services....224
MSTGN5011 Work with international TCF supply chains....226
Assessment Requirements for MSTGN5011 Work with international TCF supply chains230
MSTGN6007 Manage production processes....232
Assessment Requirements for MSTGN6007 Manage production processes....235
MSTGN6008 Negotiate and manage contracts to produce finished design products....237
Assessment Requirements for MSTGN6008 Negotiate and manage contracts to produce finished design products....241
MSTMF4005 Select, produce and adjust casts for accommodative orthoses....243
Assessment Requirements for MSTMF4005 Select, produce and adjust casts for accommodative orthoses....246
MSTMF4006 Fit medical grade footwear and orthoses that are not complex....248
Assessment Requirements for MSTMF4006 Fit medical grade footwear and orthoses that are not complex....251
MSTMF4007 Produce accommodative orthoses....253
Assessment Requirements for MSTMF4007 Produce accommodative orthoses....256
MSTMF4008 Produce negative and positive casts for lasts and corrective orthoses....258
Assessment Requirements for MSTMF4008 Produce negative and positive casts for lasts and corrective orthoses....261
MSTMF4009 Produce custom-made medical grade footwear....263
Assessment Requirements for MSTMF4009 Produce custom-made medical grade footwear....266
MSTMF4010 Fit complex custom-made medical grade footwear and orthoses....268
Assessment Requirements for MSTMF4010 Fit complex custom-made medical grade footwear and orthoses....271
MSTMF4011 Produce corrective orthoses....273
Assessment Requirements for MSTMF4011 Produce corrective orthoses....276
MSTTX2010 Perform wool quality tests....278
Assessment Requirements for MSTTX2010 Perform wool quality tests....281
MSTTX2011 Perform wool processing machine setting....283
Assessment Requirements for MSTTX2011 Perform wool processing machine setting..286
MSTTX2012 Perform wool store operations....288
Assessment Requirements for MSTTX2012 Perform wool store operations....291
MSTTX3013 Perform wool processing operations....293
Assessment Requirements for MSTTX3013 Perform wool processing operations....297
AHCLSC308 Install metal structures and features....300
Assessment Requirements for AHCLSC308 Install metal structures and features....303
AURVTT004 Trim vehicle components....305

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Assessment Requirements for AURVTT004 Trim vehicle components.....309
AURVTT014 Fabricate and fit marine covers 311
Assessment Requirements for AURVTT014 Fabricate and fit marine covers.....315
AURVTT019 Fabricate and install automotive and marine frames, canopies and side curtains.....318
Assessment Requirements for AURVTT019 Fabricate and install automotive and marine frames, canopies and side curtains.....322
AURVTT020 Select and use leather in automotive and marine trimming 325
Assessment Requirements for AURVTT020 Select and use leather in automotive and marine trimming.....329
BSBCUS201 Deliver a service to customers 332
Assessment Requirements for BSBCUS201 Deliver a service to customers.....335
BSBDES202 Evaluate the nature of design in a specific industry context 337
Assessment Requirements for BSBDES202 Evaluate the nature of design in a specific industry context.....340
BSBDES301 Explore the use of colour.....342
Assessment Requirements for BSBDES301 Explore the use of colour 345
BSBDES302 Explore and apply the creative design process to 2D forms.....347
Assessment Requirements for BSBDES302 Explore and apply the creative design process to 2D forms 350
BSBINT301 Apply knowledge of the international trade environment to complete work352
Assessment Requirements for BSBINT301 Apply knowledge of the international trade environment to complete work.....355
BSBINT302 Apply knowledge of legislation relevant to international trade to complete work 357
Assessment Requirements for BSBINT302 Apply knowledge of legislation relevant to international trade to complete work.....360
BSBINT405 Apply knowledge of import and export international conventions, laws and finance 362
Assessment Requirements for BSBINT405 Apply knowledge of import and export international conventions, laws and finance.....365
BSBINT409 Plan for international trade 367
Assessment Requirements for BSBINT409 Plan for international trade.....371
BSBMGT617 Develop and implement a business plan.....373
Assessment Requirements for BSBMGT617 Develop and implement a business plan 377
BSBMKG408 Conduct market research.....379
Assessment Requirements for BSBMKG408 Conduct market research.....383
BSBMKG413 Promote products and services.....385
Assessment Requirements for BSBMKG413 Promote products and services 389
BSBMKG414 Undertake marketing activities.....391
Assessment Requirements for BSBMKG414 Undertake marketing activities.....394
BSBMKG415 Research international markets 396
Assessment Requirements for BSBMKG415 Research international markets.....399
BSBMKG419 Analyse consumer behaviour 401
Assessment Requirements for BSBMKG419 Analyse consumer behaviour.....404
BSBMKG507 Interpret market trends and developments.....406
Assessment Requirements for BSBMKG507 Interpret market trends and developments409
BSBMKG510 Plan e-marketing communications 411
Assessment Requirements for BSBMKG510 Plan e-marketing communications.....415
BSBMKG537 Develop a social media engagement plan.....417
Assessment Requirements for BSBMKG537 Develop a social media engagement plan ..421
BSBMKG605 Evaluate international marketing opportunities.....423

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Assessment Requirements for BSBMKG605 Evaluate international marketing opportunities....427
BSBMKG606 Manage international marketing programs....429
Assessment Requirements for BSBMKG606 Manage international marketing programs433
BSBMKG607 Manage market research....435
Assessment Requirements for BSBMKG607 Manage market research....439
BSBMKG608 Develop organisational marketing objectives....441
Assessment Requirements for BSBMKG608 Develop organisational marketing objectives445
BSBSMB304 Determine resource requirements for the micro business....447
Assessment Requirements for BSBSMB304 Determine resource requirements for the micro business....450
BSBSMB305 Comply with regulatory, taxation and insurance requirements for the micro business....452
Assessment Requirements for BSBSMB305 Comply with regulatory, taxation and insurance requirements for the micro business....455
BSBSMB401 Establish legal and risk management requirements of small business....457
Assessment Requirements for BSBSMB401 Establish legal and risk management requirements of small business....461
BSBSMB402 Plan small business finances....463
Assessment Requirements for BSBSMB402 Plan small business finances....466
CPCCCM2002A Carry out excavation....468
CPCCCO2013A Carry out concreting to simple forms....478
CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry....489
Assessment Requirements for CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry....492
CUAACD301 Produce drawings to communicate ideas....494
Assessment Requirements for CUAACD301 Produce drawings to communicate ideas...497
CUACMP311 Implement copyright arrangements....499
Assessment Requirements for CUACMP311 Implement copyright arrangements....502
CUADRA201 Develop drawing skills....504
Assessment Requirements for CUADRA201 Develop drawing skills....507
FSKNUM21 Apply an expanding range of mathematical calculations for work....509
Assessment Requirements for FSKNUM21 Apply an expanding range of mathematical calculations for work....511
ICPPRN282 Produce and manage basic digital print....513
Assessment Requirements for ICPPRN282 Produce and manage basic digital print....517
ICPPRN284 Use colour management systems....520
Assessment Requirements for ICPPRN284 Use colour management systems....523
ICPPRN383 Prepare for personalised digital printing....525
Assessment Requirements for ICPPRN383 Prepare for personalised digital printing....528
ICPPRN385 Apply software applications to digital production....530
Assessment Requirements for ICPPRN385 Apply software applications to digital production....533
ICPPRN387 Use colour management for production....535
Assessment Requirements for ICPPRN387 Use colour management for production....539
ICPPRN388 Preflight and import complex images for digital devices....541
Assessment Requirements for ICPPRN388 Preflight and import complex images for digital devices....544
ICPPRN389 Manage digital files....546
Assessment Requirements for ICPPRN389 Manage digital files....549
ICPPRN390 Generate a proof for digital production....551
Assessment Requirements for ICPPRN390 Generate a proof for digital production....554

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ICPPRN392 Set up and produce specialised digital print 556
Assessment Requirements for ICPPRN392 Set up and produce specialised digital print 560
ICPSUP281 Use computer systems 562
Assessment Requirements for ICPSUP281 Use computer systems 565
MEM05012 Perform routine manual metal arc welding 567
Assessment Requirements for MEM05012 Perform routine manual metal arc welding 570
MEM05050 Perform routine gas metal arc welding 572
Assessment Requirements for MEM05050 Perform routine gas metal arc welding 576
MEM07033 Operate and monitor basic boiler 578
Assessment Requirements for MEM07033 Operate and monitor basic boiler 583
MEM07034A Operate and monitor intermediate class boiler 586
MEM11010 Operate mobile load shifting equipment 595
Assessment Requirements for MEM11010 Operate mobile load shifting equipment 601
MEM12023 Perform engineering measurements 603
Assessment Requirements for MEM12023 Perform engineering measurements 607
MEM12024 Perform computations 609
Assessment Requirements for MEM12024 Perform computations 613
MEM13003 Work safely with industrial chemicals and materials 615
Assessment Requirements for MEM13003 Work safely with industrial chemicals and materials 619
MEM13015 Work safely and effectively in manufacturing and engineering 621
Assessment Requirements for MEM13015 Work safely and effectively in manufacturing and engineering 626
MEM14006 Plan work activities 629
Assessment Requirements for MEM14006 Plan work activities 633
MEM16008A Interact with computing technology 635
MEM17003 Assist in the provision of on-the-job training 641
Assessment Requirements for MEM17003 Assist in the provision of on-the-job training 644
MEM18001 Use hand tools 646
Assessment Requirements for MEM18001 Use hand tools 650
MEM18002 Use power tools/hand held operations 652
Assessment Requirements for MEM18002 Use power tools/hand held operations 656
MEM19006 Replace watch batteries 658
Assessment Requirements for MEM19006 Replace watch batteries 661
MEM19014 Perform hand engraving 663
Assessment Requirements for MEM19014 Perform hand engraving 666
MEM20001 Produce keys 668
Assessment Requirements for MEM20001 Produce keys 672
MEM30031A Operate computer-aided design (CAD) system to produce basic drawing elements 674
MEM30032A Produce basic engineering drawings 681
MEM30033A Use computer-aided design (CAD) to create and display 3-D models 687
MSFSF3013 Provide technical advice to customers 692
Assessment Requirements for MSFSF3013 Provide technical advice to customers 695
MSMBLIC001 Licence to operate a standard boiler 697
Assessment Requirements for MSMBLIC001 Licence to operate a standard boiler 709
MSMENV272 Participate in environmentally sustainable work practices 712
Assessment Requirements for MSMENV272 Participate in environmentally sustainable work practices 715
MSMENV472 Implement and monitor environmentally sustainable work practices 717
Assessment Requirements for MSMENV472 Implement and monitor environmentally sustainable work practices 721
MSMOPS101 Make measurements 723

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Assessment Requirements for MSMOPS101 Make measurements 725
MSMSUP102 Communicate in the workplace 727
Assessment Requirements for MSMSUP102 Communicate in the workplace 729
MSMSUP106 Work in a team 731
Assessment Requirements for MSMSUP106 Work in a team 733
MSMSUP382 Provide coaching/mentoring in the workplace 735
Assessment Requirements for MSMSUP382 Provide coaching/mentoring in the workplace 738
MSMSUP390 Use structured problem-solving tools 740
Assessment Requirements for MSMSUP390 Use structured problem-solving tools 743
MSMWHS200 Work safely 745
Assessment Requirements for MSMWHS200 Work safely 748
MSMWHS503 Maintain WHS management system 750
Assessment Requirements for MSMWHS503 Maintain WHS management system 755
MSS402010 Manage the impact of change on own work 758
Assessment Requirements for MSS402010 Manage the impact of change on own work . 763
MSS402031 Interpret product costs in terms of customer requirements 765
Assessment Requirements for MSS402031 Interpret product costs in terms of customer requirements 769
MSS402051 Apply quality standards 771
Assessment Requirements for MSS402051 Apply quality standards 777
MSS402080 Undertake root cause analysis 779
Assessment Requirements for MSS402080 Undertake root cause analysis 783
MSTCL1001 Produce a simple garment 785
Assessment Requirements for MSTCL1001 Produce a simple garment 791
MSTCL2001 Use a sewing machine 793
Assessment Requirements for MSTCL2001 Use a sewing machine 797
MSTCL2002 Provide hand sewing and finishing support 799
Assessment Requirements for MSTCL2002 Provide hand sewing and finishing support 802
MSTCL2003 Perform basic maintenance of headwear 804
Assessment Requirements for MSTCL2003 Perform basic maintenance of headwear 807
MSTCL2004 Sew components 809
Assessment Requirements for MSTCL2004 Sew components 814
MSTCL2005 Use specialised machinery or processes to assist TCF production 817
Assessment Requirements for MSTCL2005 Use specialised machinery or processes to assist TCF production 822
MSTCL2006 Press work 824
Assessment Requirements for MSTCL2006 Press work 829
MSTCL2007 Lay up, mark and cut uncomplicated fabrics and lays 831
Assessment Requirements for MSTCL2007 Lay up, mark and cut uncomplicated fabrics and lays 836
MSTCL2008 Finish garment production 838
Assessment Requirements for MSTCL2008 Finish garment production 842
MSTCL2009 Despatch work 844
Assessment Requirements for MSTCL2009 Despatch work 848
MSTCL2010 Modify patterns to create basic styles 850
Assessment Requirements for MSTCL2010 Modify patterns to create basic styles 854
MSTCL2011 Draw and interpret a basic sketch 857
Assessment Requirements for MSTCL2011 Draw and interpret a basic sketch 861
MSTCL2012 Organise and plan own work in a home-based production environment ... 864
Assessment Requirements for MSTCL2012 Organise and plan own work in a home-based production environment 868
MSTCL2013 Block and shape headwear by machine 870
Assessment Requirements for MSTCL2013 Block and shape headwear by machine 873

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MSTCL2014 Access and use information resources for clothing production operations.875
Assessment Requirements for MSTCL2014 Access and use information resources for clothing production operations 879
MSTCL2015 Finish headwear 881
Assessment Requirements for MSTCL2015 Finish headwear.....885
MSTCL2016 Trim headwear.....887
Assessment Requirements for MSTCL2016 Trim headwear 891
MSTCL2017 Press work for production support.....893
Assessment Requirements for MSTCL2017 Press work for production support 897
MSTCL2018 Perform bundling, ticketing and labelling in TCF operations.....899
Assessment Requirements for MSTCL2018 Perform bundling, ticketing and labelling in TCF operations.....903
MSTCL2019 Sew components, complex tasks 905
Assessment Requirements for MSTCL2019 Sew components, complex tasks.....910
MSTCL2020 Lay up and mark uncomplicated fabrics and lays 912
Assessment Requirements for MSTCL2020 Lay up and mark uncomplicated fabrics and lays.....916
MSTCL3001 Identify fabric performance and handling requirements.....918
Assessment Requirements for MSTCL3001 Identify fabric performance and handling requirements.....923
MSTCL3002 Prepare and produce a complex whole garment from specifications 926
Assessment Requirements for MSTCL3002 Prepare and produce a complex whole garment from specifications.....931
MSTCL3003 Perform garment repairs and alterations 933
Assessment Requirements for MSTCL3003 Perform garment repairs and alterations...938
MSTCL3004 Press whole garments.....940
Assessment Requirements for MSTCL3004 Press whole garments.....944
MSTCL3005 Lay up and cut complicated fabrics and lays.....946
Assessment Requirements for MSTCL3005 Lay up and cut complicated fabrics and lays950
MSTCL3006 Assemble bra or swimwear.....953
Assessment Requirements for MSTCL3006 Assemble bra or swimwear 958
MSTCL3007 Embellish garment by hand or machine 960
Assessment Requirements for MSTCL3007 Embellish garment by hand or machine.....964
MSTCL3008 Set and produce digital embroidery 967
Assessment Requirements for MSTCL3008 Set and produce digital embroidery.....971
MSTCL3009 Develop patterns from a block using basic patternmaking principles.....974
Assessment Requirements for MSTCL3009 Develop patterns from a block using basic patternmaking principles.....978
MSTCL3010 Sew woven and stretch knit garments 981
Assessment Requirements for MSTCL3010 Sew woven and stretch knit garments 986
MSTCL3011 Contribute to garment production process improvements.....988
Assessment Requirements for MSTCL3011 Contribute to garment production process improvements 993
MSTCL3012 Make marker for complicated fabrics and lays 996
Assessment Requirements for MSTCL3012 Make marker for complicated fabrics and lays1001
MSTCL3013 Interpret patterns and apply pattern information 1003
Assessment Requirements for MSTCL3013 Interpret patterns and apply pattern information.....1007
MSTCL3014 Interact and communicate with garment production personnel 1009
Assessment Requirements for MSTCL3014 Interact and communicate with garment production personnel.....1014
MSTCL4001 Perform sample machining of advanced construction garments.....1016

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Assessment Requirements for MSTCL4001 Perform sample machining of advanced construction garments 1021
MSTCL4002 Assemble and fit commercially tailored or bespoke garments 1025
Assessment Requirements for MSTCL4002 Assemble and fit commercially tailored or bespoke garments 1029
MSTCL4003 Measure, lay up and cut custom-made garments 1031
Assessment Requirements for MSTCL4003 Measure, lay up and cut custom-made garments 1035
MSTCL4004 Determine and perform garment maintenance or repair 1037
Assessment Requirements for MSTCL4004 Determine and perform garment maintenance or repair 1040
MSTDC2001 Provide customer service in a dry cleaning or laundry enterprise 1042
Assessment Requirements for MSTDC2001 Provide customer service in a dry cleaning or laundry enterprise 1046
MSTDC2002 Conduct safe handling of dry cleaning chemicals and solvents 1048
Assessment Requirements for MSTDC2002 Conduct safe handling of dry cleaning chemicals and solvents 1053
MSTDC2003 Identify pre- and post-spotting requirements 1055
Assessment Requirements for MSTDC2003 Identify pre- and post-spotting requirements 1059
MSTDC2004 Operate dry cleaning machines 1062
Assessment Requirements for MSTDC2004 Operate dry cleaning machines 1066
MSTDC2005 Operate wet cleaning machines 1068
Assessment Requirements for MSTDC2005 Operate wet cleaning machines 1072
MSTDC2006 Operate finishing equipment 1074
Assessment Requirements for MSTDC2006 Operate finishing equipment 1078
MSTDC2007 Receive and sort articles for cleaning 1080
Assessment Requirements for MSTDC2007 Receive and sort articles for cleaning 1084
MSTDC2008 Carry out final inspection of articles 1086
Assessment Requirements for MSTDC2008 Carry out final inspection of articles 1089
MSTDC2009 Identify fabric and garment cleaning requirements 1091
Assessment Requirements for MSTDC2009 Identify fabric and garment cleaning requirements 1095
MSTDC3001 Perform spotting function in dry cleaning operations 1099
Assessment Requirements for MSTDC3001 Perform spotting function in dry cleaning operations 1104
MSTDC3002 Dry clean garments with special treatment requirements 1108
Assessment Requirements for MSTDC3002 Dry clean garments with special treatment requirements 1112
MSTDE3001 Apply hooping and fabric handling techniques 1114
Assessment Requirements for MSTDE3001 Apply hooping and fabric handling techniques 1118
MSTDE3002 Digitise artwork for computerised embroideries 1121
Assessment Requirements for MSTDE3002 Digitise artwork for computerised embroideries 1127
MSTDE3003 Apply advanced digitising techniques to produce computerised embroideries 1131
Assessment Requirements for MSTDE3003 Apply advanced digitising techniques to produce computerised embroideries 1136
MSTDE3004 Generate artwork for computerised embroideries 1140
Assessment Requirements for MSTDE3004 Generate artwork for computerised embroideries 1144
MSTDE3005 Replicate traditional hand craft techniques 1147
Assessment Requirements for MSTDE3005 Replicate traditional hand craft techniques 1152
MSTDE3006 Digitise text to produce embroidered lettering 1155
Assessment Requirements for MSTDE3006 Digitise text to produce embroidered lettering 1161

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MSTDE3007 Demonstrate features of digitised embroidery machines 1164
Assessment Requirements for MSTDE3007 Demonstrate features of digitised embroidery machines.....1168
MSTDE3008 Produce embroidery from digitised images 1171
Assessment Requirements for MSTDE3008 Produce embroidery from digitised images1175
MSTDE3009 Maintain computerised embroidery machines.....1178
Assessment Requirements for MSTDE3009 Maintain computerised embroidery machines1182
MSTFD2001 Design and produce a simple garment.....1185
Assessment Requirements for MSTFD2001 Design and produce a simple garment.....1189
MSTFD2002 Apply printing techniques to produce Indigenous textile designs.....1191
Assessment Requirements for MSTFD2002 Apply printing techniques to produce Indigenous textile designs 1195
MSTFD2003 Apply dyeing techniques to produce Indigenous textile designs 1197
Assessment Requirements for MSTFD2003 Apply dyeing techniques to produce Indigenous textile designs 1201
MSTFD2004 Work within an Indigenous cultural framework 1203
Assessment Requirements for MSTFD2004 Work within an Indigenous cultural framework.....1207
MSTFD2005 Identify design process for fashion designs 1209
Assessment Requirements for MSTFD2005 Identify design process for fashion designs1213
MSTFD2006 Use a sewing machine for fashion design 1216
Assessment Requirements for MSTFD2006 Use a sewing machine for fashion design..1221
MSTFD3001 Market design product to local outlets.....1224
Assessment Requirements for MSTFD3001 Market design product to local outlets 1228
MSTFD3002 Design and produce indigenous printed textiles to a brief.....1230
Assessment Requirements for MSTFD3002 Design and produce indigenous printed textiles to a brief 1234
MSTFD3003 Prepare design concept for a simple garment.....1237
Assessment Requirements for MSTFD3003 Prepare design concept for a simple garment1241
MSTFD3004 Draw a trade drawing for fashion design.....1244
Assessment Requirements for MSTFD3004 Draw a trade drawing for fashion design .1248
MSTFD3005 Use skin, fur or leather to create fashion or textile products.....1251
Assessment Requirements for MSTFD3005 Use skin, fur or leather to create fashion or textile products 1255
MSTFD4001 Apply design studio process.....1258
Assessment Requirements for MSTFD4001 Apply design studio process 1263
MSTFD4002 Apply principles of colour theory to fashion design development 1267
Assessment Requirements for MSTFD4002 Apply principles of colour theory to fashion design development.....1271
MSTFD4003 Assist in preparation of preliminary design concepts.....1274
Assessment Requirements for MSTFD4003 Assist in preparation of preliminary design concepts 1278
MSTFD4005 Communicate and sell design concepts 1281
Assessment Requirements for MSTFD4005 Communicate and sell design concepts.....1285
MSTFD4006 Interact and network with fashion industry participants.....1288
Assessment Requirements for MSTFD4006 Interact and network with fashion industry participants.....1292
MSTFD4007 Conduct quality assurance for patterns and garments.....1295
Assessment Requirements for MSTFD4007 Conduct quality assurance for patterns and garments.....1299
MSTFD4008 Construct stock size block for garment to meet size and fit specifications1302
Assessment Requirements for MSTFD4008 Construct stock size block for garment to meet size and fit specifications.....1306

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MSTFD4009 Create and edit digital embroidery designs....1309
Assessment Requirements for MSTFD4009 Create and edit digital embroidery designs 1313
MSTFD4010 Create pattern to meet design specifications applying advanced patternmaking principles....1315
Assessment Requirements for MSTFD4010 Create pattern to meet design specifications applying advanced patternmaking principles....1319
MSTFD4011 Cut fabrics for prototype designs....1323
Assessment Requirements for MSTFD4011 Cut fabrics for prototype designs....1327
MSTFD4012 Develop product specifications for fashion design....1329
Assessment Requirements for MSTFD4012 Develop product specifications for fashion design....1333
MSTFD4013 Grade 2-D patterns....1336
Assessment Requirements for MSTFD4013 Grade 2-D patterns....1340
MSTFD4014 Identify influences on contemporary fashion designs and construction techniques....1342
Assessment Requirements for MSTFD4014 Identify influences on contemporary fashion designs and construction techniques....1345
MSTFD4015 Create pattern from block to meet customer specifications....1348
Assessment Requirements for MSTFD4015 Create pattern from block to meet customer specifications....1352
MSTFD4016 Sew design prototypes....1355
Assessment Requirements for MSTFD4016 Sew design prototypes....1359
MSTFD4018 Use and apply sizing systems appropriate for fashion design....1361
Assessment Requirements for MSTFD4018 Use and apply sizing systems appropriate for fashion design....1365
MSTFD4019 Use colourisation techniques on fabrics....1367
Assessment Requirements for MSTFD4019 Use colourisation techniques on fabrics....1371
MSTFD4020 Use electronic fashion design tools....1373
Assessment Requirements for MSTFD4020 Use electronic fashion design tools....1377
MSTFD4021 Drape fabrics to make patterns....1379
Assessment Requirements for MSTFD4021 Drape fabrics to make patterns....1384
MSTFD5001 Design bras and swimwear....1387
Assessment Requirements for MSTFD5001 Design bras and swimwear....1392
MSTFD5002 Develop and test patterns for bras and swimwear....1395
Assessment Requirements for MSTFD5002 Develop and test patterns for bras and swimwear....1400
MSTFD5003 Analyse fit model....1403
Assessment Requirements for MSTFD5003 Analyse fit model....1407
MSTFD5005 Manipulate fabrics to create new finishes....1410
Assessment Requirements for MSTFD5005 Manipulate fabrics to create new finishes.1414
MSTFD5010 Develop and present design concepts within specific guidelines....1416
Assessment Requirements for MSTFD5010 Develop and present design concepts within specific guidelines....1422
MSTFD5011 Produce fashion illustrations to assist product visualisation....1425
Assessment Requirements for MSTFD5011 Produce fashion illustrations to assist product visualisation....1429
MSTFD5012 Perform contour draping....1431
Assessment Requirements for MSTFD5012 Perform contour draping....1435
MSTFD5014 Construct complex blocks for fashion garments....1438
Assessment Requirements for MSTFD5014 Construct complex blocks for fashion garments....1443
MSTFD5015 Develop patterns for complex fashion garments....1446

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Assessment Requirements for MSTFD5015 Develop patterns for complex fashion garments....1451
MSTFD5016 Grade complex patterns....1455
Assessment Requirements for MSTFD5016 Grade complex patterns....1459
MSTFD5017 Apply design studio processes to meet client brief....1461
Assessment Requirements for MSTFD5017 Apply design studio processes to meet client brief....1467
MSTFD5018 Determine and specify advanced construction processes....1471
Assessment Requirements for MSTFD5018 Determine and specify advanced construction processes....1476
MSTFD5019 Analyse individual fit and make pattern alterations....1479
Assessment Requirements for MSTFD5019 Analyse individual fit and make pattern alterations....1483
MSTFD5021 Conduct digital patternmaking and grading....1486
Assessment Requirements for MSTFD5021 Conduct digital patternmaking and grading 1490
MSTFD5022 Develop digital costing markers....1493
Assessment Requirements for MSTFD5022 Develop digital costing markers....1497
MSTFD6001 Evaluate commercial viability of designs....1499
Assessment Requirements for MSTFD6001 Evaluate commercial viability of designs..1503
MSTFD6002 Manage product development of fashion designs....1505
Assessment Requirements for MSTFD6002 Manage product development of fashion designs....1510
MSTFD6003 Manage fashion design process....1513
Assessment Requirements for MSTFD6003 Manage fashion design process....1518
MSTFD6004 Manage advanced patternmaking processes....1521
Assessment Requirements for MSTFD6004 Manage advanced patternmaking processes1526
MSTFD6005 Drape structured over-garments....1528
Assessment Requirements for MSTFD6005 Drape structured over-garments....1533
MSTFD6006 Develop a fashion range....1536
Assessment Requirements for MSTFD6006 Develop a fashion range....1541
MSTFD6007 Implement specialised patternmaking technologies....1544
Assessment Requirements for MSTFD6007 Implement specialised patternmaking technologies....1548
MSTFD6008 Apply studio processes to create and produce designs for commercial production....1550
Assessment Requirements for MSTFD6008 Apply studio processes to create and produce designs for commercial production....1557
MSTFD6009 Analyse fashion industry textiles to guide commercial development....1560
Assessment Requirements for MSTFD6009 Analyse fashion industry textiles to guide commercial development....1565
MSTFP1001 Embellish footwear....1568
Assessment Requirements for MSTFP1001 Embellish footwear....1573
MSTFP2001 Identify materials used in footwear production....1575
Assessment Requirements for MSTFP2001 Identify materials used in footwear production1579
MSTFP2002 Perform stuff cutting....1581
Assessment Requirements for MSTFP2002 Perform stuff cutting....1585
MSTFP2003 Cut printed materials by machine....1587
Assessment Requirements for MSTFP2003 Cut printed materials by machine....1591
MSTFP2004 Cut non-printed leather by machine....1593
Assessment Requirements for MSTFP2004 Cut non-printed leather by machine....1597
MSTFP2005 Operate machine to sew upper....1599
Assessment Requirements for MSTFP2005 Operate machine to sew upper....1603
MSTFP2006 Machine upper according to product requirements....1605

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Assessment Requirements for MSTFP2006 Machine upper according to product requirements....1609
MSTFP2007 Last shoe by machine....1611
Assessment Requirements for MSTFP2007 Last shoe by machine....1615
MSTFP2008 Perform moulding operations....1617
Assessment Requirements for MSTFP2008 Perform moulding operations....1621
MSTFP2009 Perform footwear finishing operations....1623
Assessment Requirements for MSTFP2009 Perform footwear finishing operations....1627
MSTFP2010 Repair footwear product....1629
Assessment Requirements for MSTFP2010 Repair footwear product....1633
MSTFP2011 Perform table-based operations....1635
Assessment Requirements for MSTFP2011 Perform table-based operations....1639
MSTFP3001 Cut leather by hand....1641
Assessment Requirements for MSTFP3001 Cut leather by hand....1645
MSTFP3002 Hand last shoe....1647
Assessment Requirements for MSTFP3002 Hand last shoe....1651
MSTFP3003 Assemble shoe by hand....1653
Assessment Requirements for MSTFP3003 Assemble shoe by hand....1657
MSTFP3004 Contribute to footwear production improvement processes....1659
Assessment Requirements for MSTFP3004 Contribute to footwear production improvement processes....1664
MSTFP3005 Supervise footwear production operations....1667
Assessment Requirements for MSTFP3005 Supervise footwear production operations 1671
MSTFP3006 Apply foot anatomy principles to footwear production....1673
Assessment Requirements for MSTFP3006 Apply foot anatomy principles to footwear production....1676
MSTFP4001 Develop design for custom-made footwear....1679
Assessment Requirements for MSTFP4001 Develop design for custom-made footwear 1683
MSTFP4002 Make patterns for custom-made footwear....1685
Assessment Requirements for MSTFP4002 Make patterns for custom-made footwear 1689
MSTFP4003 Prepare, cut and sew custom-made shoe components....1691
Assessment Requirements for MSTFP4003 Prepare, cut and sew custom-made shoe components....1696
MSTFP4004 Assemble and finish custom-made shoe....1699
Assessment Requirements for MSTFP4004 Assemble and finish custom-made shoe....1704
MSTFP4005 Fit custom-made footwear....1706
Assessment Requirements for MSTFP4005 Fit custom-made footwear....1710
MSTFR2001 Assess and cost footwear repair job....1712
Assessment Requirements for MSTFR2001 Assess and cost footwear repair job....1716
MSTFR2002 Supply and fit new heel block....1718
Assessment Requirements for MSTFR2002 Supply and fit new heel block....1722
MSTFR2003 Attach non-slip sole or heel top piece....1724
Assessment Requirements for MSTFR2003 Attach non-slip sole or heel top piece....1728
MSTFR2004 Replace half leather sole....1730
Assessment Requirements for MSTFR2004 Replace half leather sole....1734
MSTFR2005 Sew or patch by machine....1737
Assessment Requirements for MSTFR2005 Sew or patch by machine....1741
MSTFR3001 Replace full sole and heel....1743
Assessment Requirements for MSTFR3001 Replace full sole and heel....1747
MSTFR3002 Operate sole stitcher....1750
Assessment Requirements for MSTFR3002 Operate sole stitcher....1754
MSTFR3003 Hand sew welt....1756
Assessment Requirements for MSTFR3003 Hand sew welt....1759

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MSTFR3004 Re-cover footwear 1761
Assessment Requirements for MSTFR3004 Re-cover footwear 1765
MSTFR3005 Dye footwear or leather product 1767
Assessment Requirements for MSTFR3005 Dye footwear or leather product 1771
MSTFR3006 Undertake specialised footwear repair techniques 1773
Assessment Requirements for MSTFR3006 Undertake specialised footwear repair techniques 1778
MSTGN2001 Use steaming and pressing equipment in TCF production 1780
Assessment Requirements for MSTGN2001 Use steaming and pressing equipment in TCF production 1785
MSTGN2002 Package and handle TCF items for storage or despatch 1788
Assessment Requirements for MSTGN2002 Package and handle TCF items for storage or despatch 1793
MSTGN2003 Work in the TCF industry 1796
Assessment Requirements for MSTGN2003 Work in the TCF industry 1801
MSTGN2004 Work in a team environment 1804
Assessment Requirements for MSTGN2004 Work in a team environment 1808
MSTGN2005 Perform minor maintenance 1810
Assessment Requirements for MSTGN2005 Perform minor maintenance 1814
MSTGN2006 Perform test or inspection to check product quality 1816
Assessment Requirements for MSTGN2006 Perform test or inspection to check product quality 1820
MSTGN2007 Select, transfer and remove materials and products 1823
Assessment Requirements for MSTGN2007 Select, transfer and remove materials and products 1827
MSTGN2008 Coordinate work of team or section 1829
Assessment Requirements for MSTGN2008 Coordinate work of team or section 1833
MSTGN2010 Perform tasks to support production 1835
Assessment Requirements for MSTGN2010 Perform tasks to support production 1839
MSTGN2012 Work safely with chemicals in TCF operations 1841
Assessment Requirements for MSTGN2012 Work safely with chemicals in TCF operations 1847
MSTGN3001 Control production in a section of a TCF enterprise 1851
Assessment Requirements for MSTGN3001 Control production in a section of a TCF enterprise 1855
MSTGN3002 Organise and plan own work to achieve planned outcomes 1857
Assessment Requirements for MSTGN3002 Organise and plan own work to achieve planned outcomes 1861
MSTGN3003 Estimate and cost job 1863
Assessment Requirements for MSTGN3003 Estimate and cost job 1867
MSTGN3004 Supervise operations in a TCF enterprise 1869
Assessment Requirements for MSTGN3004 Supervise operations in a TCF enterprise 1874
MSTGN3005 Plan tasks to assist production operations 1876
Assessment Requirements for MSTGN3005 Plan tasks to assist production operations 1881
MSTGN3006 Draw 3-D designs 1883
Assessment Requirements for MSTGN3006 Draw 3-D designs 1887
MSTGN3007 Monitor and operate trade waste 1890
Assessment Requirements for MSTGN3007 Monitor and operate trade waste 1894
MSTGN4001 Coordinate or set up machines for product change 1896
Assessment Requirements for MSTGN4001 Coordinate or set up machines for product change 1900
MSTGN4002 Participate in product engineering 1902
Assessment Requirements for MSTGN4002 Participate in product engineering 1906

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MSTGN4003 Install and commission process and machine control programs.....1908
Assessment Requirements for MSTGN4003 Install and commission process and machine control programs.....1912
MSTGN4004 Analyse TCF merchandising and marketing principles.....1914
Assessment Requirements for MSTGN4004 Analyse TCF merchandising and marketing principles.....1919
MSTGN4005 Plan and implement production within a work area.....1922
Assessment Requirements for MSTGN4005 Plan and implement production within a work area.....1927
MSTGN4006 Apply TCF market supply systems.....1930
Assessment Requirements for MSTGN4006 Apply TCF market supply systems.....1935
MSTGN4007 Contribute to the development of products or processes.....1938
Assessment Requirements for MSTGN4007 Contribute to the development of products or processes.....1942
MSTGN4008 Analyse product and determine machine settings.....1944
Assessment Requirements for MSTGN4008 Analyse product and determine machine settings.....1948
MSTGN4009 Design production tooling.....1950
Assessment Requirements for MSTGN4009 Design production tooling.....1954
MSTGN4010 Implement and monitor WHS and environmental systems in the workplace1956
Assessment Requirements for MSTGN4010 Implement and monitor WHS and environmental systems in the workplace.....1961
MSTGN4011 Coordinate the quality system and procedures.....1964
Assessment Requirements for MSTGN4011 Coordinate the quality system and procedures1969
MSTGN4012 Fabricate or machine tooling.....1971
Assessment Requirements for MSTGN4012 Fabricate or machine tooling.....1974
MSTGN4013 Manage technical processes.....1976
Assessment Requirements for MSTGN4013 Manage technical processes.....1981
MSTGN5001 Participate in production planning processes.....1983
Assessment Requirements for MSTGN5001 Participate in production planning processes1988
MSTGN5004 Manage installation and commissioning of equipment and systems.....1990
Assessment Requirements for MSTGN5004 Manage installation and commissioning of equipment and systems.....1995
MSTGN5005 Provide global operations support.....1997
Assessment Requirements for MSTGN5005 Provide global operations support.....2002
MSTGN5006 Plan and organise non-routine testing.....2004
Assessment Requirements for MSTGN5006 Plan and organise non-routine testing.....2008
MSTGN5007 Prepare procedures and specifications for TCF operations.....2010
Assessment Requirements for MSTGN5007 Prepare procedures and specifications for TCF operations.....2014
MSTGN5008 Identify opportunities in the TCF market.....2016
Assessment Requirements for MSTGN5008 Identify opportunities in the TCF market2021
MSTGN5009 Develop and test TCF products or processes.....2024
Assessment Requirements for MSTGN5009 Develop and test TCF products or processes2030
MSTGN6001 Develop and implement a sales or marketing strategy for fashion or textile items.....2033
Assessment Requirements for MSTGN6001 Develop and implement a sales or marketing strategy for fashion or textile items.....2037
MSTGN6002 Manage quality system and procedures.....2039
Assessment Requirements for MSTGN6002 Manage quality system and procedures.....2043
MSTGN6003 Research and evaluate processes and products.....2045
Assessment Requirements for MSTGN6003 Research and evaluate processes and products2050
MSTGN6006 Map and establish TCF supply chain process.....2052

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Assessment Requirements for MSTGN6006 Map and establish TCF supply chain process2057
MSTHL2001 Undertake receival, storage, handling and preservation of materials or products.....2059
Assessment Requirements for MSTHL2001 Undertake receival, storage, handling and preservation of materials or products.....2063
MSTHL2002 Perform fellmongering processes.....2065
Assessment Requirements for MSTHL2002 Perform fellmongering processes.....2069
MSTHL2003 Operate machines to prepare hides or skins for tanning.....2071
Assessment Requirements for MSTHL2003 Operate machines to prepare hides or skins for tanning.....2076
MSTHL2004 Sort, grade or class hides, skins or leather.....2078
Assessment Requirements for MSTHL2004 Sort, grade or class hides, skins or leather2082
MSTHL2005 Trim hides, skins or leather.....2084
Assessment Requirements for MSTHL2005 Trim hides, skins or leather.....2088
MSTHL2006 Use drum or vessel to prepare or tan hides or skins.....2090
Assessment Requirements for MSTHL2006 Use drum or vessel to prepare or tan hides or skins.....2095
MSTHL2007 Operate machines to crust hides, skins or leather.....2097
Assessment Requirements for MSTHL2007 Operate machines to crust hides, skins or leather.....2102
MSTHL2008 Use drum or vessel to crust hides, skins or leather.....2104
Assessment Requirements for MSTHL2008 Use drum or vessel to crust hides, skins or leather.....2109
MSTHL2009 Perform drying operations.....2111
Assessment Requirements for MSTHL2009 Perform drying operations.....2115
MSTHL2010 Finish hides, skins or leather.....2117
Assessment Requirements for MSTHL2010 Finish hides, skins or leather.....2122
MSTHL3001 Determine suitability of hide, skin and leather for leather goods.....2124
Assessment Requirements for MSTHL3001 Determine suitability of hide, skin and leather for leather goods.....2128
MSTHL3002 Determine tanning requirements for hide, skin and leather.....2131
Assessment Requirements for MSTHL3002 Determine tanning requirements for hide, skin and leather.....2136
MSTLA2001 Apply infection control policies and procedures in laundry operations ...2138
Assessment Requirements for MSTLA2001 Apply infection control policies and procedures in laundry operations.....2143
MSTLA2002 Operate washing machines.....2146
Assessment Requirements for MSTLA2002 Operate washing machines.....2150
MSTLA2003 Control washing extractor operation.....2152
Assessment Requirements for MSTLA2003 Control washing extractor operation 2156
MSTLA2004 Perform linen rewash.....2158
Assessment Requirements for MSTLA2004 Perform linen rewash.....2162
MSTLA2005 Operate hydro extractor.....2164
Assessment Requirements for MSTLA2005 Operate hydro extractor.....2168
MSTLA2006 Perform conditioning and drying processes.....2170
Assessment Requirements for MSTLA2006 Perform conditioning and drying processes2174
MSTLA2007 Finish products for despatch.....2176
Assessment Requirements for MSTLA2007 Finish products for despatch.....2180
MSTLA2008 Repair damaged laundry items.....2182
Assessment Requirements for MSTLA2008 Repair damaged laundry items.....2186
MSTLA2009 Inspect, fold and pack theatre linen.....2188
Assessment Requirements for MSTLA2009 Inspect, fold and pack theatre linen.....2192
MSTLA2010 Prepare products for storage or despatch.....2194

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Assessment Requirements for MSTLA2010 Prepare products for storage or despatch 2198
MSTLA3001 Perform advanced laundry operations 2200
Assessment Requirements for MSTLA3001 Perform advanced laundry operations 2204
MSTLA3002 Determine linen rental requirements 2206
Assessment Requirements for MSTLA3002 Determine linen rental requirements 2210
MSTLG2001 Cut by machine 2212
Assessment Requirements for MSTLG2001 Cut by machine 2217
MSTLG2002 Sew leather by machine 2219
Assessment Requirements for MSTLG2002 Sew leather by machine 2224
MSTLG2003 Perform table work 2226
Assessment Requirements for MSTLG2003 Perform table work 2230
MSTLG2004 Operate leather production machines 2232
Assessment Requirements for MSTLG2004 Operate leather production machines 2236
MSTLG2005 Split leather pieces 2238
Assessment Requirements for MSTLG2005 Split leather pieces 2242
MSTLG2006 Identify materials used in leather goods production 2244
Assessment Requirements for MSTLG2006 Identify materials used in leather goods production 2249
MSTLG2007 Skive leather pieces 2251
Assessment Requirements for MSTLG2007 Skive leather pieces 2255
MSTLG3001 Make a prototype 2257
Assessment Requirements for MSTLG3001 Make a prototype 2261
MSTLG3002 Cut leather by hand 2263
Assessment Requirements for MSTLG3002 Cut leather by hand 2267
MSTLG3003 Sew leather by hand 2269
Assessment Requirements for MSTLG3003 Sew leather by hand 2273
MSTLG3004 Apply finishes to leather products 2275
Assessment Requirements for MSTLG3004 Apply finishes to leather products 2280
MSTLG3005 Grade leather 2282
Assessment Requirements for MSTLG3005 Grade leather 2286
MSTLG3006 Apply pattern specifications to saddlery products 2288
Assessment Requirements for MSTLG3006 Apply pattern specifications to saddlery products 2292
MSTLG3007 Assemble saddle components 2295
Assessment Requirements for MSTLG3007 Assemble saddle components 2300
MSTMF4001 Select and adjust prefabricated footwear-related orthoses 2303
Assessment Requirements for MSTMF4001 Select and adjust prefabricated footwear-related orthoses 2307
MSTMF4002 Conduct medical grade footwear assessments for clients with footwear-related medical conditions 2309
Assessment Requirements for MSTMF4002 Conduct medical grade footwear assessments for clients with footwear-related medical conditions 2317
MSTMF4003 Modify medical grade footwear 2321
Assessment Requirements for MSTMF4003 Modify medical grade footwear 2325
MSTMF4004 Select and adjust prefabricated medical grade footwear and accessories 2327
Assessment Requirements for MSTMF4004 Select and adjust prefabricated medical grade footwear and accessories 2332
MSTML1001 Make a simple headpiece 2335
Assessment Requirements for MSTML1001 Make a simple headpiece 2339
MSTML2001 Identify materials used in millinery 2342
Assessment Requirements for MSTML2001 Identify materials used in millinery 2346
MSTML2002 Make flat patterns for millinery 2349
Assessment Requirements for MSTML2002 Make flat patterns for millinery 2353

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MSTML2003 Produce and attach millinery trims 2355
Assessment Requirements for MSTML2003 Produce and attach millinery trims 2358
MSTML2004 Produce felt for millinery 2361
Assessment Requirements for MSTML2004 Produce felt for millinery 2365
MSTML2005 Place and cut millinery patterns 2367
Assessment Requirements for MSTML2005 Place and cut millinery patterns 2371
MSTML2006 Make millinery with flat pattern components 2374
Assessment Requirements for MSTML2006 Make millinery with flat pattern components 2378
MSTML2007 Block and shape millinery by hand 2380
Assessment Requirements for MSTML2007 Block and shape millinery by hand 2383
MSTML2008 Assemble simple blocked millinery components 2385
Assessment Requirements for MSTML2008 Assemble simple blocked millinery components 2388
MSTML2009 Apply millinery sewing and adhesion techniques 2390
Assessment Requirements for MSTML2009 Apply millinery sewing and adhesion techniques 2394
MSTML3001 Make flat patterns from hat blocks 2396
Assessment Requirements for MSTML3001 Make flat patterns from hat blocks 2400
MSTML3002 Block and shape complex millinery 2402
Assessment Requirements for MSTML3002 Block and shape complex millinery 2406
MSTML3003 Make millinery using patterns derived from hat block 2409
Assessment Requirements for MSTML3003 Make millinery using patterns derived from hat block 2414
MSTML3004 Identify performance and handling requirements of millinery materials 2417
Assessment Requirements for MSTML3004 Identify performance and handling requirements of millinery materials 2421
MSTML3005 Assemble complex blocked millinery components 2424
Assessment Requirements for MSTML3005 Assemble complex blocked millinery components 2428
MSTML4001 Undertake specific millinery construction techniques 2430
Assessment Requirements for MSTML4001 Undertake specific millinery construction techniques 2435
MSTML4002 Rejuvenate millinery 2438
Assessment Requirements for MSTML4002 Rejuvenate millinery 2442
MSTML4003 Present and display millinery 2444
Assessment Requirements for MSTML4003 Present and display millinery 2448
MSTML4004 Manage millinery procurement and cost millinery products 2450
Assessment Requirements for MSTML4004 Manage millinery procurement and cost millinery products 2455
MSTML4005 Undertake initial millinery consultation, subsequent fittings and finishing 2457
Assessment Requirements for MSTML4005 Undertake initial millinery consultation, subsequent fittings and finishing 2461
MSTML4006 Sketch and prepare millinery fashion designs 2464
Assessment Requirements for MSTML4006 Sketch and prepare millinery fashion designs 2468
MSTML4007 Make millinery patterns 2470
Assessment Requirements for MSTML4007 Make millinery patterns 2474
MSTML4008 Undertake couture millinery 2476
Assessment Requirements for MSTML4008 Undertake couture millinery 2480
MSTML4009 Modify millinery blocks to make new shapes 2482
Assessment Requirements for MSTML4009 Modify millinery blocks to make new shapes 2486
MSTML4010 Make couture trims 2488
Assessment Requirements for MSTML4010 Make couture trims 2492
MSTTD4001 Produce knitted textile samples 2494

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Assessment Requirements for MSTTD4001 Produce knitted textile samples.....2499
MSTTD4002 Prepare stencils and screens for textile printing.....2501
Assessment Requirements for MSTTD4002 Prepare stencils and screens for textile printing.....2506
MSTTD4003 Produce woven textile samples.....2509
Assessment Requirements for MSTTD4003 Produce woven textile samples.....2513
MSTTD4004 Produce woven tapestry samples.....2516
Assessment Requirements for MSTTD4004 Produce woven tapestry samples.....2521
MSTTD4005 Produce screen printed textiles.....2523
Assessment Requirements for MSTTD4005 Produce screen printed textiles.....2528
MSTTD4006 Source textile materials and resources.....2531
Assessment Requirements for MSTTD4006 Source textile materials and resources.....2536
MSTTD4007 Analyse textile design influences.....2539
Assessment Requirements for MSTTD4007 Analyse textile design influences.....2544
MSTTD4008 Present and promote textile design concepts.....2548
Assessment Requirements for MSTTD4008 Present and promote textile design concepts2553
MSTTD4009 Assist in the development of textile designs.....2556
Assessment Requirements for MSTTD4009 Assist in the development of textile designs2560
MSTTD4010 Apply manipulation techniques to create experimental textile samples...2562
Assessment Requirements for MSTTD4010 Apply manipulation techniques to create experimental textile samples.....2566
MSTTD4011 Estimate costs for development of textile designs.....2568
Assessment Requirements for MSTTD4011 Estimate costs for development of textile designs.....2572
MSTTD4012 Analyse use of colour in textiles.....2575
Assessment Requirements for MSTTD4012 Analyse use of colour in textiles.....2579
MSTTD5001 Design and produce knitted textile products.....2581
Assessment Requirements for MSTTD5001 Design and produce knitted textile products2586
MSTTD5002 Design and produce woven tapestry products.....2589
Assessment Requirements for MSTTD5002 Design and produce woven tapestry products2594
MSTTD5003 Design and produce woven products.....2597
Assessment Requirements for MSTTD5003 Design and produce woven products.....2602
MSTTD5004 Design and produce experimental textiles.....2605
Assessment Requirements for MSTTD5004 Design and produce experimental textiles 2613
MSTTD5005 Design and produce printed textiles.....2616
Assessment Requirements for MSTTD5005 Design and produce printed textiles.....2620
MSTTD5006 Exhibit textile designs or products.....2623
Assessment Requirements for MSTTD5006 Exhibit textile designs or products.....2629
MSTTD5007 Develop textile designs using computer-based design programs.....2632
Assessment Requirements for MSTTD5007 Develop textile designs using computer-based design programs.....2636
MSTTD5008 Develop textile designs and specifications.....2638
Assessment Requirements for MSTTD5008 Develop textile designs and specifications.2643
MSTTD5009 Produce printed designs on woven and non-woven substrates.....2646
Assessment Requirements for MSTTD5009 Produce printed designs on woven and non-woven substrates.....2651
MSTTD5010 Produce computer-aided textile design folios.....2654
Assessment Requirements for MSTTD5010 Produce computer-aided textile design folios2658
MSTTD6001 Research commercial development of textiles.....2660
Assessment Requirements for MSTTD6001 Research commercial development of textiles2665
MSTTD6002 Apply electronic systems to textile design and production.....2668
Assessment Requirements for MSTTD6002 Apply electronic systems to textile design and production.....2673

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MSTTD6003 Develop a textile product range 2676
Assessment Requirements for MSTTD6003 Develop a textile product range 2681
MSTTD6004 Create and produce textile designs for commercial production 2683
Assessment Requirements for MSTTD6004 Create and produce textile designs for commercial production 2688
MSTTF2001 Despatch products 2690
Assessment Requirements for MSTTF2001 Despatch products 2694
MSTTF2002 Cut, bend and shape metal 2696
Assessment Requirements for MSTTF2002 Cut, bend and shape metal 2701
MSTTF2003 Use canvas and sail production tools 2703
Assessment Requirements for MSTTF2003 Use canvas and sail production tools 2709
MSTTF2004 Add reinforcements and attachments 2712
Assessment Requirements for MSTTF2004 Add reinforcements and attachments 2717
MSTTF2005 Translate information into measurements or diagrams 2719
Assessment Requirements for MSTTF2005 Translate information into measurements or diagrams 2724
MSTTF2006 Measure and scale geometric shapes 2726
Assessment Requirements for MSTTF2006 Measure and scale geometric shapes 2730
MSTTF2007 Produce patterns for 2-D products 2732
Assessment Requirements for MSTTF2007 Produce patterns for 2-D products 2736
MSTTF2008 Use adhesives 2738
Assessment Requirements for MSTTF2008 Use adhesives 2742
MSTTF2009 Identify and select canvas and sail materials 2744
Assessment Requirements for MSTTF2009 Identify and select canvas and sail materials 2748
MSTTF2010 Lay out and mark out canvas or sail materials 2750
Assessment Requirements for MSTTF2010 Lay out and mark out canvas or sail materials 2755
MSTTF2011 Cut and shape canvas or sail materials 2757
Assessment Requirements for MSTTF2011 Cut and shape canvas or sail materials 2761
MSTTF2012 Stitch by hand 2763
Assessment Requirements for MSTTF2012 Stitch by hand 2767
MSTTF2013 Waterproof canvas products 2769
Assessment Requirements for MSTTF2013 Waterproof canvas products 2774
MSTTF2014 Weld plastic materials 2776
Assessment Requirements for MSTTF2014 Weld plastic materials 2780
MSTTF2015 Install products on and off site 2782
Assessment Requirements for MSTTF2015 Install products on and off site 2788
MSTTF2016 Inspect canvas or sail product 2790
Assessment Requirements for MSTTF2016 Inspect canvas or sail product 2794
MSTTF3001 Identify client and site requirements for installation of fabricated textile products 2796
Assessment Requirements for MSTTF3001 Identify client and site requirements for installation of fabricated textile products 2800
MSTTF3002 Gain customer acceptance of service proposal 2802
Assessment Requirements for MSTTF3002 Gain customer acceptance of service proposal 2807
MSTTF3003 Produce patterns for 3-D products 2809
Assessment Requirements for MSTTF3003 Produce patterns for 3-D products 2813
MSTTF3004 Perform advanced welding of plastic materials 2815
Assessment Requirements for MSTTF3004 Perform advanced welding of plastic materials 2820
MSTTF3005 Apply lofting skills to sail making 2822
Assessment Requirements for MSTTF3005 Apply lofting skills to sail making 2828
MSTTF3006 Cut and join sail panels 2830
Assessment Requirements for MSTTF3006 Cut and join sail panels 2836
MSTTF3007 Manufacture textile structures 2838

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Assessment Requirements for MSTTF3007 Manufacture textile structures 2842
MSTTN2001 Set up and operate a dry laid web forming machine.....2845
Assessment Requirements for MSTTN2001 Set up and operate a dry laid web forming machine 2850
MSTTN2002 Set up and operate a spun bond web forming machine.....2853
Assessment Requirements for MSTTN2002 Set up and operate a spun bond web forming machine 2857
MSTTN2003 Use basic recognition techniques to identify technical and non-woven textiles2859
Assessment Requirements for MSTTN2003 Use basic recognition techniques to identify technical and non-woven textiles.....2864
MSTTN2004 Undertake web bonding processes.....2866
Assessment Requirements for MSTTN2004 Undertake web bonding processes 2871
MSTTN2005 Undertake web conversion and finishing.....2873
Assessment Requirements for MSTTN2005 Undertake web conversion and finishing..2878
MSTTN2006 Identify purpose and performance outcomes of technical textile product2880
Assessment Requirements for MSTTN2006 Identify purpose and performance outcomes of technical textile product.....2885
MSTTN2007 Conduct technical textile mechanical finishing processes 2888
Assessment Requirements for MSTTN2007 Conduct technical textile mechanical finishing processes.....2892
MSTTN2008 Conduct heat setting on technical textiles.....2894
Assessment Requirements for MSTTN2008 Conduct heat setting on technical textiles.2898
MSTTN2009 Apply surface coating to technical textiles.....2900
Assessment Requirements for MSTTN2009 Apply surface coating to technical textiles2904
MSTTN2010 Apply laminations or fusible interlinings to technical textiles.....2906
Assessment Requirements for MSTTN2010 Apply laminations or fusible interlinings to technical textiles.....2910
MSTTN2011 Undertake fibre blending and feeding for non-woven technical production processes.....2912
Assessment Requirements for MSTTN2011 Undertake fibre blending and feeding for non-woven technical production processes.....2917
MSTTX1001 Produce a simple textile fabric or product.....2919
Assessment Requirements for MSTTX1001 Produce a simple textile fabric or product2923
MSTTX2001 Perform knitting operations 2925
Assessment Requirements for MSTTX2001 Perform knitting operations.....2929
MSTTX2002 Weigh and check textile materials and products 2931
Assessment Requirements for MSTTX2002 Weigh and check textile materials and products.....2935
MSTTX2003 Repair textile product 2937
Assessment Requirements for MSTTX2003 Repair textile product 2941
MSTTX2004 Conduct packaging or folding for textile production.....2943
Assessment Requirements for MSTTX2004 Conduct packaging or folding for textile production 2947
MSTTX2005 Access and use information resources for textile production operations..2949
Assessment Requirements for MSTTX2005 Access and use information resources for textile production operations 2953
MSTTX2006 Undertake carding operations.....2955
Assessment Requirements for MSTTX2006 Undertake carding operations.....2959
MSTTX2007 Operate a machine for intermediate production support 2961
Assessment Requirements for MSTTX2007 Operate a machine for intermediate production support.....2966
MSTTX2008 Operate a machine for complex production operations 2970

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Assessment Requirements for MSTTX2008 Operate a machine for complex production operations 2976
MSTTX2009 Perform industrial sewing on textile products 2980
Assessment Requirements for MSTTX2009 Perform industrial sewing on textile products 2984
MSTTX3001 Identify quality and types of textile fibres, yarns and fabrics 2986
Assessment Requirements for MSTTX3001 Identify quality and types of textile fibres, yarns and fabrics 2992
MSTTX3002 Contribute to textile production process improvements 2995
Assessment Requirements for MSTTX3002 Contribute to textile production process improvements 3000
MSTTX3003 Set up, adjust and maintain industrial sewing machines 3003
Assessment Requirements for MSTTX3003 Set up, adjust and maintain industrial sewing machines 3008
MSTTX3004 Set up textile production machines for product change 3010
Assessment Requirements for MSTTX3004 Set up textile production machines for product change 3015
MSTTX3005 Organise and interpret tests 3017
Assessment Requirements for MSTTX3005 Organise and interpret tests 3021
MSTTX3006 Ensure efficient operation of textile machines 3023
Assessment Requirements for MSTTX3006 Ensure efficient operation of textile machines 3028
MSTTX3007 Prepare dyes for textile production 3030
Assessment Requirements for MSTTX3007 Prepare dyes for textile production 3034
MSTTX3008 Select raw materials 3036
Assessment Requirements for MSTTX3008 Select raw materials 3039
MSTTX3009 Operate in a complex textile production environment 3041
Assessment Requirements for MSTTX3009 Operate in a complex textile production environment 3046
MSTTX3010 Monitor textile production processes 3048
Assessment Requirements for MSTTX3010 Monitor textile production processes 3053
MSTTX3011 Set up, adjust and monitor a machine for TCF production 3055
Assessment Requirements for MSTTX3011 Set up, adjust and monitor a machine for TCF production 3061
MSTTX3012 Identify and deal with mechanical and low voltage electrical faults in textile machinery 3065
Assessment Requirements for MSTTX3012 Identify and deal with mechanical and low voltage electrical faults in textile machinery 3070
MSTTX4001 Interpret and apply textile calculations and specifications 3073
Assessment Requirements for MSTTX4001 Interpret and apply textile calculations and specifications 3078
MSTTX4002 Understand and apply textile science 3080
Assessment Requirements for MSTTX4002 Understand and apply textile science 3085
MSTTX4003 Perform routine textile testing and analyse results 3087
Assessment Requirements for MSTTX4003 Perform routine textile testing and analyse results 3093
MSTTX4004 Select dyes and develop dye specification and recipe for production 3095
Assessment Requirements for MSTTX4004 Select dyes and develop dye specification and recipe for production 3100
MSTTX4005 Undertake textile colouration and finishing 3102
Assessment Requirements for MSTTX4005 Undertake textile colouration and finishing 3107
MSTTX5001 Determine textile finishing processes 3109
Assessment Requirements for MSTTX5001 Determine textile finishing processes 3114
MSS402082 Apply cost factors to work practices 3116
Assessment Requirements for MSS402082 Apply cost factors to work practices 3119

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PMASUP420 Minimise environmental impact of process 3121
Assessment Requirements for PMASUP420 Minimise environmental impact of process 3125
PMBWASTE302 Coordinate waste disposal 3128
Assessment Requirements for PMBWASTE302 Coordinate waste disposal 3133
SIRRMER004 Develop visual merchandising creative concepts 3136
Assessment Requirements for SIRRMER004 Develop visual merchandising creative concepts 3139
SIRRMER005 Implement visual merchandising concepts 3142
Assessment Requirements for SIRRMER005 Implement visual merchandising concepts 3145
SIRRMER006 Achieve visual merchandising targets 3148
Assessment Requirements for SIRRMER006 Achieve visual merchandising targets 3151
SIRRMER008 Plan and style merchandise photo shoots 3153
Assessment Requirements for SIRRMER008 Plan and style merchandise photo shoots 3156
SIRXPDK001 Advise on products and services 3159
Assessment Requirements for SIRXPDK001 Advise on products and services 3161
TLIA2011 Package goods 3163
Assessment Requirements for TLIA2011 Package goods 3166
TLIA2013 Receive goods 3169
Assessment Requirements for TLIA2013 Receive goods 3172
TLIA2020 Replenish stock 3175
Assessment Requirements for TLIA2020 Replenish stock 3178
TLIA2021 Despatch stock 3180
Assessment Requirements for TLIA2021 Despatch stock 3183
TLID2010 Operate a forklift 3185
Assessment Requirements for TLID2010 Operate a forklift 3188
MST Textiles, Clothing and Footwear 3191
MSTSS00001 Textiles, Clothing and Footwear Buying Skill Set 3196
MSTSS00002 Textiles, Clothing and Footwear Sourcing for Production Skill Set 3198

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MST Textiles, Clothing and Footwear

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

MST20116 Certificate II in TCF Production Support

Modification History

This version was released with MST Textiles Clothing and Footwear Training Package Release 2.0.

Release 2. Supersedes and is equivalent to MST20116 Certificate II in TCF Production Support (Release 1)

2 Elective units updated. Equivalent outcome.

Qualification Description

This qualification is intended for production workers who undertake vital production support roles in a textiles, clothing and footwear (TCF) manufacturing environment.

The worker would perform a limited range of operational support tasks directly related to the manufacture of TCF products. It provides the skills and knowledge required to work under supervision within a production environment.

The worker would apply a breadth and depth of knowledge to a defined range of situations and would be expected to apply this knowledge to solve a defined range of problems by applying known solutions to a limited range of predictable problems.

Elective units of competency should be chosen to meet the specialist skill needs of the area of application.

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No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the MST20116 Certificate II in TCF Production Support, competency must be achieved in thirteen (13) units of competency:

- **four (4**) core units of competency
- **nine (9)** elective units of competency, as described below.

Note: Where prerequisite units are identified they must be counted in the total number of units required for achievement of the qualification.

Packaging for an industry specialisation

In addition to packaging for a generic outcome, elective units of competency can be chosen to meet the specialist skill needs of the following areas of application:

- Footwear production
- Textile production
- Textile fabrication
- Clothing production

Core units of competency

Select all four (4) units of competency from the following list.

MSMWHS200	Work safely
MSMENV272	Participate in environmentally sustainable work practices
MSMSUP102	Communicate in the workplace
MSS402051	Apply quality standards

Elective units of competency

Select **nine (9)** elective units from Groups A and B as specified below.

- A minimum of **four (4)** units must be selected from Group A
- A minimum of **three (3)** units must be selected from Group B

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- The remaining **two (2)** units may be selected from:
  - units not previously selected from Groups A or B
  - units from this Training Package, other endorsed Training Packages and accredited courses, where those units are available at Certificate II level or Certificate III level (maximum 1 unit).

Units selected from other Training Packages and accredited courses must be relevant to the qualification outcome and not duplicate units available within this qualification.

Group A – Specialist electives

If packaging for a generic qualification, select a minimum of **four (4)** units in any combination from the specialisation groups below.

If packaging for an industry specialisation, select a minimum of **four (4)** units from one of the specialist groups below.

Footwear production

Unit code	Unit title	Prerequisites
MSTFP2001	Identify materials used in footwear production	
MSTFP2003	Cut printed materials by machine	
MSTFP2005	Operate machine to sew upper	
MSTFP2008	Perform moulding operations	
MSTFP2009	Perform footwear finishing operations	
MSTFP2011	Perform table-based operations	

Textile production

Unit code	Unit title	Prerequisites
MSTCL2001	Use a sewing machine	
MSTCL2005	Use specialised machinery or processes to assist TCF production	
MSTGN2006	Perform test or inspection to check product quality	
MSTGN2007	Select, transfer and remove materials and products	
MSTTX2002	Weigh and check textile materials and products	
MSTTX2004	Conduct packaging or folding for textile production	

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MSTTX2005	Access and use information resources for textile production operations	
MSTTX2007	Operate machines for intermediate production support	

Textile fabrication		
Unit code	**Unit title**	**Prerequisites**
MSTLG2006	Identify materials used in leather goods production	
MSTTF2001	Despatch products	
MSTTF2003	Use canvas and sail production tools	
MSTTF2004	Add reinforcements and attachments	
MSTTF2009	Select and apply canvas and sail materials	
MSTTF2011	Cut and shape canvas or sail materials	
MSTTF2012	Stitch by hand	
MSTTF2013	Waterproof canvas product	
MSTTF2014	Weld plastic materials	
MSTTX2009	Perform industrial sewing on textile products	

Clothing production		
Unit code	**Unit title**	**Prerequisites**
MSTCL2001	Use a sewing machine	
MSTCL2002	Provide hand sewing and finishing support	
MSTCL2003	Perform basic maintenance of headwear	

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MSTCL2004	Sew components	MSTCL2001 Use a sewing machine
MSTCL2020	Lay up and mark uncomplicated fabrics and lays	
MSTCL2008	Finish garment production	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL2011	Draw and interpret a basic sketch	
MSTCL2012	Organise and plan own work in a home-based production environment	
MSTCL2013	Block and shape headwear by machine	
MSTCL2014	Access and use information resources for clothing production operations	
MSTCL2017	Press work for production support	
MSTCL2018	Perform bundling, ticketing and labelling in TCF operations	

Group B - General electives		
Unit code	**Unit title**	**Prerequisites**
MEM18001	Use hand tools	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and

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		engineering MEM16006 Organise and communicate information
MEM18002	Use power tools/hand held operations	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MSMOPS101	Make measurements	
MSMSUP106	Work in a team	
MSTFD2005	Identify design process for fashion designs	
MSTFP1001	Embellish footwear	
MSTGN2002	Package and handle TCF items for storage or despatch	
MSTGN2003	Work in the TCF industry	
MSTGN2005	Perform minor maintenance	
MSTGN2010	Perform tasks to support production	
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry	
MSTGN2014	Operate computing technology in a TCF workplace	

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MSTTX2001	Perform knitting operations	
MSTTX2006	Undertake carding operations	
TLIA2011	Package goods	
TLIA2013	Receive goods	
TLIA2020	Replenish stock	
TLIA2021	Despatch stock	
TLID2010	Operate a forklift	

Qualification Mapping Information

Release 2. Supersedes and is equivalent to MST20116 Certificate II in TCF Production Support (Release 1)

Release 1. Supersedes and is not equivalent to.

- LMT20607 - Certificate II in Clothing Production (Intermediate)
- LMT20107 Certificate II in Textile Production (Intermediate)
- LMT21607 Certificate II in Technical Textiles and Non-wovens
- LMT20507 Certificate II in Textile Fabrication
- LMT20707 Certificate II in Clothing Production (Complex or Multiple Processes)
- LMT20907 Certificate II in Footwear Production (Intermediate)

Links

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MST20216 Certificate II in TCF Production Operations

Modification History

This version was released with MST Textiles Clothing and Footwear Training Package Release 2.0.

Release 2. Supersedes and is equivalent to MST20216 Certificate II in TCF Production Operations (Release 1)

2 electives updated, 4 new electives added to Group B electives. Equivalent outcome.

Qualification Description

This qualification is intended for production workers who operate equipment and undertake complex operational tasks directly related to the manufacture of textile, clothing and footwear (TCF) products.

It provides the skills and knowledge required to work under supervision within a production environment. The worker should demonstrate initiative, judgement and discretion in their own work and would apply a breadth and depth of knowledge to a defined range of situations and then would be expected to apply this knowledge to solve a defined range of problems by applying known solutions to a limited range of predictable problems.

It provides the skills and knowledge required to work under supervision within a production environment.

Elective units of competency can be chosen to meet the specialist skill needs of the area of application.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = **13**

- **4 core** units of competency
- **9 elective** units of competency, consisting of:
- **at least 4 units** from the specialist electives list (Group A, B, C, D and/or F)
- **at least 3 units** from Group F general elective list
- up to 2 units from any endorsed Training Package or accredited course where those units are available at Certificate II or Certificate III level. These units must be relevant to the work outcome and not duplicate units available within this qualification.

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Any combination of electives that meets the rules above can be selected for the award of the *MST20216 Certificate II in TCF Production Operations*

Where appropriate, electives may be packaged to provide a qualification with a specialisation.

Packaging for Specialisations

Electives must be packaged to provide a qualification with a specialisation area as follows:

- At least 4 Group A electives must be selected for award of *Certificate II in TCF Production Operations (Footwear Production)*
- At least 4 Group B electives must be selected for award of the *Certificate II in TCF Production Operations (Textile Production)*
- At least 4 Group C electives must be selected for award of the *Certificate II in TCF Production Operations (Textile Fabrication)*
- At least 4 Group D electives must be selected for award of the *Certificate II in TCF Production Operations (Technical Textiles and Non-wovens)*
- At least 4 Group E electives must be selected for award of the *Certificate II in TCF Production Operations (Clothing Production)*

Core units

Select **4 units** of competency from the following list.

Unit code	Unit title
MSMENV272	Participate in environmentally sustainable work practices
MSMSUP102	Communicate in the workplace
MSMWHS200	Work safely
MSS402051	Apply quality standards

Specialist electives

Group A - Footwear Production

Unit code	Unit title	Prerequisite unit
MSTGN2002	Package and handle TCF items for storage or despatch	
MSTGN2006	Perform test or inspection to check product quality	

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Unit code	Unit title	Prerequisite unit
MSTGN2007	Select, transfer and remove materials and products	
MSTFP2001	Identify materials used in footwear production	
MSTFP2002	Perform stuff cutting	
MSTFP2004	Cut non-printed leather by machine	
MSTFP2005	Operate machine to sew upper	
MSTFP2006	Machine upper according to product requirements	MSTFP2005 Operate machine to sew upper
MSTFP2007	Last shoe by machine	
MSTFP2008	Perform moulding operations	
MSTFP2009	Perform footwear finishing operations	
MSTFP2010	Repair footwear product	

Group B - Textile Production

Unit code	Unit title	Prerequisite unit
MSTTX2003	Repair textile product	
MSTTX2004	Conduct packaging or folding for textile production	
MSTTX2005	Access and use information resources for textile production operations	
MSTTX2008	Operate machines for complex production operations	
MSTTX2009	Perform industrial sewing on textile products	

Group C - Textile Fabrication

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Unit code	Unit title	Prerequisite unit
MSTTF2002	Cut, bend and shape metal	
MSTTF2003	Use canvas and sail production tools	
MSTTF2004	Add reinforcements and attachments	
MSTTF2005	Translate information into measurements or diagrams	
MSTTF2006	Measure and scale geometric shapes	MSTTF2005 Translate information into measurements or diagrams
MSTTF2009	Select and apply canvas and sail materials	
MSTTF2010	Lay out and mark out canvas or sail materials	
MSTTF2011	Cut and shape canvas or sail materials	
MSTTF2013	Waterproof canvas product	
MSTTF2014	Weld plastic materials	
MSTTF2015	Install products on and off site	
MSTTF2016	Inspect canvas or sail product	

Group D - Technical Textiles and Non-wovens

Unit code	Unit title	Prerequisite unit
MSTTN2001	Set up and operate a dry laid web forming machine	
MSTTN2002	Set up and operate a spun bond web forming machine	
MSTTN2003	Use basic recognition techniques to identify technical and non-woven textiles	

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Unit code	Unit title	Prerequisite unit
MSTTN2004	Undertake web bonding processes	
MSTTN2005	Undertake web conversion and finishing	
MSTTN2006	Identify purpose and performance outcomes of technical textile product	MSTTN2003 Use basic recognition techniques to identify technical and non-woven textiles
MSTTN2007	Conduct technical textile mechanical finishing processes	
MSTTN2008	Conduct heat setting on technical textiles	
MSTTN2009	Apply surface coating to technical textiles	
MSTTN2010	Apply laminations or fusible interlinings to technical textiles	
MSTTN2011	Undertake fibre blending and feeding for non-woven technical production processes	

Group E - Clothing Production

Unit code	Unit title	Prerequisite unit
MSTCL2002	Provide hand sewing and finishing support	
MSTCL2003	Perform basic maintenance of headwear	
MSTCL2005	Use specialised machinery or processes to assist TCF production	
MSTCL2006	Press work	
MSTCL2007	Lay up, mark and cut uncomplicated fabrics and lays	
MSTCL2008	Finish garment production	

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Unit code	Unit title	Prerequisite unit
MSTCL2010	Modify patterns to create basic styles	
MSTCL2012	Organise and plan own work in a home-based production environment	
MSTCL2013	Block and shape headwear by machine	
MSTCL2014	Access and use information resources for clothing production operations	
MSTCL2015	Finish headwear	
MSTCL2016	Trim headwear	
MSTCL2019	Sew components, complex tasks	
MSTGN2002	Package and handle TCF items for storage or despatch	

Group F – General Electives

Unit code	Unit title	Prerequisite unit
MEM18001	Use hand tools	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MEM18002	Use power tools/hand held operations	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information

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Unit code	Unit title	Prerequisite unit
MSMOPS101	Make measurements	
MSMSUP106	Work in a team	
MSTFD2005	Identify design process for fashion designs	
MSTFP1001	Embellish footwear	
MSTGN2003	Work in the TCF industry	
MSTGN2005	Perform minor maintenance	
MSTGN2008	Coordinate work of team or section	
MSTGN2010	Perform tasks to support production	
MSTGN2012	Work safely with chemicals in TCF operations	
MSTGN2013	Identify fibres, fabric and textiles used in TCF industry	
MSTGN2014	Operate computing technology in a TCF workplace	
MSTTX2001	Perform knitting operations	
MSTTX2006	Undertake carding operations	
MSTTX2010	Perform wool quality tests	
MSTTX2011	Perform wool processing machine setting	
MSTTX2012	Perform wool store operations	
MSTTX3013	Perform wool processing operations	

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Unit code	Unit title	Prerequisite unit
TLID2010	Operate a forklift	

Qualification Mapping Information

Release 2. Supersedes and is equivalent to MST20216 Certificate II in TCF Production Operations (Release 1)

Release 1. Supersedes and is not equivalent to.

- LMT20207 Certificate II in Textile Production (Complex or Multiple Processes)
- LMT21007 Certificate II in Footwear Production (Complex or Multiple Processes)
- LMT20707 Certificate II in Clothing Production (Complex or Multiple Processes)
- LMT21607 Certificate II in Technical Textiles and Non-wovens
- LMT20507 Certificate II in Textile Fabrication

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST20316 Certificate II in Leather Production

Modification History

This version was released with MST Textiles Clothing and Footwear Training Package Release 2.0.

2 electives updated. Equivalent outcome.

Release 2. Supersedes and is equivalent to MST20316 Certificate II in Leather Production (Release 1)

Qualification Description

This qualification is intended for those who require skills and knowledge for operations in a hide, skin and leather processing enterprise or an enterprise involved in the production of leather goods.

Work relates to a limited range of technical and operational tasks within a production environment. Work is generally supervised and may include some multi-skilled roles.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the MST20316 Certificate II in Leather Production, competency must be achieved in **thirteen (13)** units of competency:

- five **(5)** core units of competency
- **eight** (**8**) elective units of competency.

Note: Where prerequisite units are identified they must be counted in the total number of units required for achievement of the qualification.

Packaging for an industry specialisation

In addition to packaging for a generic outcome, elective units of competency can be chosen to meet the specialist skill needs of the following areas of application:

- Hide skin and leather
- Leather fabrication

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Core units of competency

- Select all **five (5)** units of competency from the following list.

Unit code	Unit title
MSMENV272	Participate in environmentally sustainable work practices
MSMWHS200	Work safely
MSS402051	Apply quality standards
MSTGN2003	Work in the TCF industry
MSTGN2010	Perform tasks to support production

Elective units of competency

Select **eight (8)** units as specified below.

- A minimum of **four (4)** units must be chosen from Group A
- A minimum of one **(1)** unit must be chosen from Group B
- The remaining three **(3)** units may be selected from:
  - units not previously selected from Group A or B
  - a maximum of **two (2)** relevant units from this Training Package, other endorsed Training Packages and accredited courses, where those units are available at Certificate II level or Certificate III level (maximum 1 unit).

Units selected from other Training Packages and accredited courses must be relevant to the qualification outcome and not duplicate units available within this qualification.

Group A – Specialist electives

If packaging for a generic qualification, select a minimum of **four (4)** units in any combination from the specialisation groups below.

If packaging for an industry specialisation, select a minimum of **four (4)** units from one of the specialist groups below.

Hide skin and leather

Unit code	Unit title	Prerequisites
MSTGN2012	Work safely with chemicals in TCF operations	
MSTHL2001	Undertake receival, storage, handling and preservation of materials or products	

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MSTHL2002	Perform fell mongering processes	
MSTHL2003	Operate machines to prepare hides or skins for tanning	
MSTHL2004	Sort, grade or class hides, skins or leather	
MSTHL2005	Trim hides, skins or leather	
MSTHL2006	Use drum or vessel to prepare or tan hides or skins	
MSTHL2007	Operate machine to crust hides, skins or leather	
MSTHL2008	Use drum or vessel to crust hides, skins or leather	
MSTHL2009	Perform drying operations	
MSTHL2010	Finish hides, skins or leather	
Leather production		
Unit code	**Unit title**	**Prerequisites**
MSTLG2001	Cut by machine	
MSTLG2002	Sew leather by machine	
MSTLG2003	Perform table work	
MSTLG2004	Operate leather production machines	
MSTLG2005	Split leather pieces	
MSTLG2006	Identify materials used in leather goods production	
MSTLG2007	Skive leather pieces	

Group B – General electives		
Unit code	**Unit title**	**Prerequisites**
MEM11010	Operate mobile load shifting equipment	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information

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MSMSUP106	Work in a team	
MSTGN2002	Package and handle TCF items for storage or despatch	
MSTGN2005	Perform minor maintenance	
MSTGN2006	Perform test or inspection to check product quality	
MSTGN2007	Select, transfer and remove materials and products	
MSTGN2008	Coordinate work of team or section	
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry	
MSTGN2014	Operate computing technology in a TCF workplace	

Qualification Mapping Information

Release 2. Supersedes and is equivalent to MST20316 Certificate II in Leather Production (Release 1)

Release 1. Supersedes and is equivalent to LMT21207 Certificate II in Leather Production

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST20416 Certificate II in Laundry Operations

Modification History

This version was released with MST Textiles Clothing and Footwear Training Package Release 2.0.

2 Elective units updated. Equivalent outcome.

Release 2. Supersedes and is equivalent to MST20416 Certificate II in Laundry Operations (Release 1)

Release 1. Supersedes and is equivalent to LMT21410 Certificate II in Laundry Operations.

Qualification Description

This qualification describes the skills and knowledge to conduct operational and support functions within a laundry enterprise. Work outcomes covered by this qualification typically involve performing a limited range of tasks with known routines and procedures and some accountability for the quality of outcomes. Some multi-skilled roles can be accommodated in this qualification and work is generally supervised.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the MST20416 Certificate II in Laundry Operations, competency must be achieved in **thirteen (13)** units of competency.

- **six (6)** core units of competency
- **seven (7)** elective units of competency.

Note: Where prerequisite units are identified they must be counted in the total number of units required for achievement of the qualification.

Core of competency • Select all **six (6)** units of competency from the following list.	
Unit code	**Unit title**

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MSMWHS200	Work safely
MSMENV272	Participate in environmentally sustainable work practices
MSMSUP102	Communicate in the workplace
MSS402051	Apply quality standards
MSTLA2001	Apply infection control policies and procedures in laundry operations
MSTLA2002	Operate washing machines

Elective units of competency

Select up to **seven (7)** elective units from Groups A and B as specified below.

- A minimum of **three (3)** units must be selected from Group A
- The remaining **five (4)** units may be selected from:
  - units not previously selected from Group A
  - units from Group B
  - a maximum of **two (2)** relevant units from this Training Package, other endorsed Training Packages and accredited courses, where those units are available at Certificate II or Certificate III level (maximum 1 unit).

Units selected from other Training Packages and accredited courses must be relevant to the qualification outcome and not duplicate units available within this qualification

Group A		
Unit code	**Unit title**	**Prerequisites**
MSTDC2001	Provide customer service in a dry cleaning or laundry enterprise	
MSTDC2007	Receive and sort articles for cleaning	
MSTGN2012	Work safely with chemicals in TCF operations	
MSTLA2003	Control washing extractor operation	MSTLA2002 Operate washing machines
MSTLA2004	Perform linen rewash	MSTLA2002 Operate washing machines
MSTLA2006	Perform conditioning and drying processes	
MSTLA2007	Finish products for despatch	

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MSTLA2008	Repair damaged laundry items	
MSTLA2009	Inspect, fold and pack theatre linen	
MSTLA2010	Prepare products for storage or despatch	

Group B		
Unit code	**Unit title**	**Prerequisites**
MSMOPS101	Make measurements	
MSMSUP106	Work in a team	
MSTCL2001	Use a sewing machine	
MSTCL2002	Provide hand sewing and finishing support	
MSTCL2004	Sew components	MSTCL2001 Use a sewing machine
MSTCL2006	Press work	
MSTGN2001	Use steaming and pressing equipment in TCF production	
MSTGN2003	Work in the TCF industry	
MSTGN2006	Perform test or inspection to check product quality	
MSTGN2007	Select, transfer and remove materials and products	
MSTGN2008	Coordinate work of team or section	
MSTGN2010	Perform tasks to support production	
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry	
MSTGN2014	Operate computing technology in a TCF workplace	

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Qualification Mapping Information

Release 2. Supersedes and is equivalent to MST20416 Certificate II in Laundry Operations (Release 1)

Release 1. Supersedes and is equivalent to LMT21410 Certificate II in Laundry Operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST20519 Certificate II in TCF Services and Repair

Modification History

This version was released with *MST Textiles Clothing and Footwear Training Package Release 2.0*.

1 Core unit updated. Equivalent outcome.

Qualification Description

This qualification is intended for workers who provide technical services in the repair, cleaning, alteration or maintenance of textiles, clothing or footwear (TCF) products.

Workers would apply a breadth and depth of knowledge to a defined range of situations and would be expected to apply this knowledge to solve a defined range of predictable problems.

This qualification is typically applied in small and medium sized enterprises that provide specialist services for repair and alteration of footwear and garments as well as dry cleaning.

Elective units of competency can be chosen to meet the specialist skill needs of the area of application.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = **13**

- **5 core** units of competency
- **8 elective** units of competency, consisting of:
  - at least 4 units from the specialist electives list (Group A, B, C and/or D)
  - up to 4 units (not previously selected) from Group A, B, C and/or D
  - up to 3 units from any endorsed Training Package or accredited course where those units are available at Certificate II or Certificate III level. These units must be relevant to the work outcome and not duplicate units available within this qualification.

Any combination of electives that meets the rules above can be selected for the award of the *MST20519 Certificate II in TCF Services and Repair*.

Where appropriate, electives may be packaged to provide a qualification with a specialisation.

Packaging for Specialisations

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Electives must be packaged to provide a qualification with a specialisation area as follows:

- At least 4 Group A electives must be selected for award of *Certificate II in TCF Services and Repair (Footwear Repair)*
- At least 4 Group B electives must be selected for award of the *Certificate II in TCF Services and Repair (Dry Cleaning)*
- At least 4 Group C electives must be selected for award of the *Certificate II in TCF Services and Repair (Garment Alterations and Repairs)*

Core units

Select 5 units of competency from the following list.

Unit code	Unit title
MSMENV272	Participate in environmentally sustainable work practices
MSMSUP102	Communicate in the workplace
MSMWHS200	Work safely
MSS402051	Apply quality standards
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry

Specialist electives

Group A - Footwear Repair

Unit code	Unit title	Prerequisite unit
MEM18001	Use hand tools	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MEM19006	Replace watch batteries	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information

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Unit code	Unit title	Prerequisite unit
		MEM18001 Use hand tools
MEM20001	Produce keys	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MSTFP2001	Identify materials used in footwear production	
MSTFR2001	Assess and cost footwear repair job	
MSTFR2002	Supply and fit new heel block	
MSTFR2003	Attach non-slip sole and heel top piece	
MSTFR2004	Replace half leather sole	
MSTFR2005	Sew or patch by machine	
MSTLG2006	Identify materials used in leather goods production	

Group B - Dry Cleaning

MSTDC2001	Provide customer service in a dry cleaning or laundry enterprise
MSTDC2003	Identify pre- and post-spotting requirements
MSTDC2004	Operate dry cleaning machines
MSTDC2005	Operate wet cleaning machines
MSTDC2006	Operate finishing equipment
MSTDC2007	Receive and sort articles for cleaning
MSTDC2008	Carry out final inspection of articles

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MSTDC2009	Identify fabric and garment cleaning requirements

Group C - Garment Alterations and Repairs

MSTCL2001	Use a sewing machine	
MSTCL2002	Provide hand sewing and finishing support	
MSTCL2004	Sew components	MSTCL2001 Use a sewing machine
MSTCL2006	Press work	
MSTCL2019	Sew components, complex tasks	
MSTCL3003	Perform garment repairs and alterations	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry

Group D – General Electives

Unit code	**Unit title**
BSBCUS201	Deliver a service to customers
MSMOPS101	Make measurements
MSMSUP106	Work in a team
MSTCL1001	Produce a simple garment
MSTFP1001	Embellish footwear
MSTGN2001	Use steaming and pressing equipment in TCF production
MSTGN2002	Package and handle TCF items for storage or despatch
MSTGN2003	Work in the TCF industry
MSTGN2005	Perform minor maintenance

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Unit code	Unit title
MSTGN2006	Perform test or inspection to check product quality
MSTGN2008	Coordinate work of team or section
MSTGN2010	Perform tasks to support production
MSTGN2014	Operate computing technology in a TCF workplace
MSTTX1001	Produce a simple textile fabric or product

Qualification Mapping Information

Supersedes and is equivalent to MST20516 Certificate II in TCF Services and Repair

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST20616 Certificate II in Applied Fashion Design and Technology

Modification History

This version was released with MST Textiles Clothing and Footwear Training Package Release 2.0.

Release 3. Supersedes and is equivalent to MST20616 Certificate II in Applied Fashion Design and Technology (Release 2).

2 Elective units updated.

Release 2. MSTCL2001 and MSTCL2004 removed from electives. Duplicated by MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to:

- LMT20807 Certificate II in Millinery
- LMT21707 Certificate II in Applied Fashion Design and Technology

Qualification Description

This qualification provides an introductory overview of skills applied in the fashion industry. It includes skills used in the design and production of garments and millinery, as well as in the development of unique fashion and textile designs used in Indigenous Australian culture.

The qualification is designed to apply in a highly supervised context, such as VET in Schools, or other equivalent introduction to fashion industry environments.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the MST20616 Certificate II in Applied Fashion Design and Technology, competency must be achieved in thirteen (13) units of competency.

- **four (4)** core units of competency
- **nine (9)** elective units of competency as specified below.

Note: Where prerequisite units are identified they must be counted in the total number of units required for achievement of the qualification

Core units of competency

Select all **four (4)** units of competency from the following list.

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Core units of competency Select all **four (4)** units of competency from the following list.	
Unit code	**Unit title**
MSMENV272	Participate in environmentally sustainable work practices
MSMWHS200	Work safely
MSS402051	Apply quality standards
MSTCL2011	Draw and interpret a basic sketch

Elective units of competency

Select **nine (9)** units as specified below.

- A minimum of **four (4)** units must be selected from Group A
- The remaining **five (5)** units may be selected in any combination from:
  - units not previously selected from Group A
  - units from Group B
  - up to **three (3)** relevant units from this Training Package, other endorsed Training Packages and accredited courses, where those units are available at Certificate II and III level.

Units selected from other Training Packages and accredited courses must be relevant to the qualification outcome and not duplicate units available within this qualification.

Group A – Specialist electives		
Applied fashion design		
Unit code	**Unit title**	**Prerequisites**
MSTCL2003	Perform basic maintenance of headwear	
MSTCL2005	Use specialised machinery to assist assembly production	
MSTCL2010	Modify patterns to create basic styles	
MSTCL2017	Press work for production support	
MSTCL2019	Sew components, complex tasks	

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MSTCL2020	Lay up uncomplicated fabrics and lays	
MSTFD2001	Design and produce a simple garment	
MSTFD2002	Apply printing techniques to produce Indigenous textile designs	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD2003	Apply dyeing techniques to produce Indigenous textile designs	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD2004	Work within an Indigenous cultural framework	
MSTFD2005	Identify design process for fashion designs	
MSTFD2006	Use a sewing machine for fashion design	

Millinery		
Unit code	**Unit title**	**Prerequisites**
MSTML2001	Identify materials used in millinery	
MSTML2002	Make flat patterns for millinery	
MSTML2003	Produce and attach millinery trims	
MSTML2004	Produce felt for millinery	
MSTML2005	Place and cut millinery patterns	
MSTML2006	Make millinery with flat pattern components	
MSTML2007	Block and shape millinery by hand	
MSTML2008	Assemble simple blocked millinery components	
MSTML2009	Apply millinery sewing and adhesion techniques	

Group B – General electives

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Unit code	Unit title	Prerequisites
MSMSUP106	Work in a team	
MSTCL1001	Produce a simple garment	
MSTGN2001	Use steaming and pressing equipment in TCF production	
MSTGN2002	Package and handle TCF items for storage or despatch	
MSTGN2003	Work in the TCF industry	
MSTGN2005	Perform minor maintenance	
MSTGN2006	Perform test or inspection to check product quality	
MSTGN2008	Coordinate work of team or section	
MSTGN2010	Perform tasks to support production	
MSTGN2012	Work safely with chemicals in TCF operations	
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry	
MSTGN2014	Operate computing technology in a TCF workplace	
MSTML1001	Make a simple headpiece	
MSTTX1001	Produce a simple textile fabric or product	

Qualification Mapping Information

Release 3. Supersedes and is equivalent to MST20616 Certificate II in Applied Fashion Design and Technology (Release 2).

Release 2. MSTCL2001 and MSTCL2004 removed from electives. Duplicated by MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to:

- LMT20807 Certificate II in Millinery
- LMT21707 Certificate II in Applied Fashion Design and Technology

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92

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MST30116 Certificate III in Clothing and Textile Production

Modification History

This version was released with MST Textiles Clothing and Footwear Training Package Release 2.0.

Release 3. Supersedes and is equivalent to MST30116 Certificate III in Clothing and Textile Production Release 2.

4 new electives added to Group B electives, 2 electives updated.

Release 2. Listed prerequisites adjusted to match corrected units. Equivalent.

Release 1. Supersedes and is Not equivalent to:

- LMT30107 Certificate III in Textile Production
- LMT30507 Certificate III in Clothing Production
- LMT31807 Certificate III in Technical Textiles and Non-wovens

Qualification Description

This qualification covers the skills and knowledge required to perform specialised production or multi-skilled operations and supervision roles within the textiles and clothing production environment.

Work outcomes require the ability to operate equipment and take responsibility for specialist production machines or processes where the work is mostly repetitive and predictable and the emphasis is on safety, efficiency, process control and problem solving.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = **19**

- **5 core** units of competency
- **14 elective** units of competency, consisting of:
  - at least **6** units from the specialist electives list (Group A, B and/or C)
  - the remaining **8** units may be selected in any combination as below:
    - units not already selected from Group A or B
    - at least **4** units from Group C general electives

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- a maximum of **4** relevant units from other qualifications in this Training Package, other endorsed Training Packages and accredited courses where those units are available at Certificate II, III or IV. These units must be relevant to the work outcome and not duplicate units available within this qualification.

Packaging for Specialisations

Electives must be packaged to provide a qualification with a specialisation area as follows:

- At least 6 Group A electives must be selected for award of *Certificate III in Clothing and Textile Production (Textile Production)*
- At least 6 Group B electives must be selected for award of *Certificate III in Clothing and Textile Production (Clothing Production)*

Core units

Select **5 units** of competency from the following list.

Unit code	Unit title	Prerequisite unit
MSMENV272	Participate in environmentally sustainable work practices	
MSMWHS200	Work safely	
MSMSUP102	Communicate in the workplace	
MSS402051	Apply quality standards	
MSTGN3002	Organise and plan own work to achieve planned outcomes	

Specialist electives

Group A - Textile Production

Unit code	Unit title	Prerequisite unit
MSTTX3001	Identify quality and types of textile fibres, yarns and fabrics	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTTX3002	Contribute to textile production process improvements	

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Unit code	Unit title	Prerequisite unit
MSTTX3003	Set up, adjust and maintain industrial sewing machine	
MSTTX3004	Set up textile production machines for product change	
MSTTX3005	Organise and interpret tests	
MSTTX3006	Ensure efficient operation of textile machines	
MSTTX3007	Prepare dyes for textile production	
MSTTX3008	Select raw materials	
MSTTX3009	Operate in a complex textile production environment	
MSTTX3010	Monitor textile production processes	
MSTTX3011	Set up, adjust and maintain machines for TCF production	
MSTGN3001	Control production in a section of a TCF enterprise	

Group B - Clothing Production

Unit code	Unit title	Prerequisite unit
MSTCL3001	Identify fabric performance and handling requirements	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3002	Prepare and produce a complex whole garment from specification	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3003	Perform garment repairs and alterations	MSTFD2006 Use

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Unit code	Unit title	Prerequisite unit
		a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3004	Press whole garments	MSTCL2006 Press work
MSTCL3005	Lay up and cut complicated fabrics and lays	MSTCL2007 Lay up, mark and cut uncomplicated fabrics and lays
MSTCL3006	Assemble bra or swimwear	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3007	Embellish garment by hand or machine	MSTFD2005 Identify design process for fashion designs MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3008	Set and produce digital embroidery	
MSTCL3009	Develop patterns from a block using basic patternmaking principles	
MSTCL3010	Sew woven and stretch knit garments	MSTFD2006 Use a sewing machine

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Unit code	Unit title	Prerequisite unit
		for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3011	Contribute to garment production process improvements	
MSTCL3012	Make marker for complicated fabrics and lays	MSTCL2007 Lay up, mark and cut uncomplicated fabrics and lays
MSTCL3013	Interpret patterns and apply pattern information	
MSTCL3014	Interact and communicate with garment production personnel	
MSTFD3003	Prepare design concept for a simple garment	MSTFD2005 Identify design process for fashion designs MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD3004	Draw a trade drawing for fashion design	
MSTGN3001	Control production in a section of a TCF enterprise	

Group C – General Electives

Unit code	Unit title	Prerequisite unit
MEM18001	Use hand tools	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in

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Unit code	Unit title	Prerequisite unit
		manufacturing and engineering MEM16006 Organise and communicate information
MEM18002	Use power tools/hand held operations	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MSMSUP106	Work in a team	
MSMSUP382	Provide coaching/mentoring in the workplace	
MSMENV472	Implement and monitor environmentally sustainable work practices	
MSTCL2005	Use specialised machinery or processes to assist TCF production	
MSTCL2006	Press work	
MSTCL2007	Lay up, mark and cut uncomplicated fabrics and lays	
MSTCL2008	Finish garment production	
MSTCL2011	Draw and interpret a basic sketch	
MSTCL2012	Organise and plan own work in a home-based production	
MSTCL2019	Sew components, complex tasks	
MSTFD2005	Identify design process for fashion designs	
MSTFD2006	Use a sewing machine for fashion design	

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Unit code	Unit title	Prerequisite unit
MSTGN2001	Use steaming and pressing equipment in TCF production	
MSTGN2002	Package and handle TCF items for storage or despatch	
MSTGN2005	Perform minor maintenance	
MSTGN2010	Perform tasks to support production	
MSTGN2012	Work safely with chemicals in TCF operations	
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry	
MSTGN2014	Operate computing technology in a TCF workplace	
MSTGN3003	Estimate and cost job	
MSTGN3004	Supervise operations in a TCF enterprise	
MSTGN3005	Plan tasks to assist production operations	
MSTTN2003	Use basic recognition techniques to identify technical and non-woven textiles	
MSTTN2006	Identify purpose and performance outcomes of technical textile product	MSTTN2003 Use basic recognition techniques to identify technical and non-woven textiles
MSTTX2010	Perform wool quality tests	
MSTTX2011	Perform wool processing machine setting	
MSTTX2012	Perform wool store operations	
MSTTX3013	Perform wool processing operations	
PMBWASTE302	Coordinate waste disposal	
TLID2010	Operate a forklift	

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Qualification Mapping Information

Release 3. Supersedes and is equivalent to MST30116 Certificate III in Clothing and Textile Production Release 2.

Release 2. Listed prerequisites adjusted to match corrected units. Equivalent.

Release 1. Supersedes and is Not equivalent to:

- LMT30107 Certificate III in Textile Production
- LMT30507 Certificate III in Clothing Production
- LMT31807 Certificate III in Technical Textiles and Non-wovens

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST30216 Certificate III in Manufactured Textile Products

Modification History

This version was released with *MST Textiles Clothing and Footwear Training Package Release 2.0*.

1 Elective unit updated. Equivalent outcome.

Release 3. Supersedes and is equivalent to MST30216 Certificate III in Manufactured Textile Products (Release 2)

Release 2. Imported unit updated. Equivalent.

Release 1. Supersedes and is equivalent to LMT30407 Certificate III in Textile Fabrication

Qualification Description

This qualification provides trade-level technical skills to support the design, development, production and supply of fabricated textile products.

It relates to specialised technical, operational and supervisory skills within a manufacturing enterprise.

Application of this qualification would typically be suitable in small to medium sized enterprise work environments where specialised products such as yacht sails, shades, shade sails, PVC and canvas products, are designed and produced to meet specific customer needs.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the MST30216 Certificate III in Manufactured Textile Products competency must be achieved in **twenty-five (25)** units of competency:

- **ten (10)** core units of competency
- **fifteen (15)** elective units of competency.

Note: Where prerequisite units are identified they must be counted in the total number of units required for achievement of the qualification.

Core units of competency

Select all **ten (10)** units of competency from the following list.

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Unit code	Unit title
MEM16008A	Interact with computer technology
MSMENV272	Participate in environmentally sustainable work practices
MSMOPS101	Make measurements
MSMSUP102	Communicate in the workplace
MSMWHS200	Work safely
MSTTF2003	Use canvas and sail production tools
MSTTF2005	Translate information into measurements or diagrams
MSTTF2009	Identify and select canvas and sail materials
MSS402051	Apply quality standards
MSTTX2009	Perform industrial sewing on textile products

Elective units of competency

Select **fifteen (15)** units as specified below.

- A minimum of **six (6**) units must be chosen from Group A
- The remaining **nine (9)** units may be selected from:
  - units not previously selected from Group A
  - units from Group B
  - up to **five (5)** units from this Training Package, other endorsed Training Packages and accredited courses, where those units are available at Certificate II, Certificate III or Certificate IV level.

Units selected from other Training Packages and accredited courses must be relevant to the qualification outcome and not duplicate units available within this qualification.

Group A		
Unit code	**Unit title**	**Prerequisites**
AHCLSC308	Install metal structures and features	
AURVTT004	Trim vehicle components	
AURVTT014	Fabricate and fit marine covers	

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AURVTT019	Fabricate and install automotive and marine frames, canopies and side curtains	
AURVTT020	Select and use leather in automotive and marine trimming	
MEM05012	Perform routine manual metal arc welding	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MEM05050	Perform routine gas metal arc welding	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MEM30031A	Operate computer-aided design (CAD) system to produce basic drawing elements	
MEM30032A	Produce basic engineering drawings	
MEM30033A	Use computer-aided design (CAD) to create and display 3-D models	MEM30031A Operate computer-aided design (CAD) system to produce basic drawing elements
MSTLG3001	Make a prototype	
MSTTF3001	Identify client and site requirements for installation of fabricated textile products	
MSTTF3002	Gain customer acceptance of service proposal	
MSTTF3003	Produce patterns for 3-D products	MSTTF2007 Produce patterns for 2-D products
MSTTF3004	Perform advanced welding of plastic materials	MSTTF2014 Weld

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		plastic materials
MSTTF3005	Apply lofting skills to sail making	
MSTTF3006	Cut and join sail panels	
MSTTF3007	Manufacture fabric structures	

Group B		
Unit code	**Unit title**	**Prerequisites**
CPCCCM2002A	Carry out excavation	CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry
CPCCCO2013A	Carry out concreting to simple forms	CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	
MSMSUP106	Work in a team	
MSMSUP390	Use structured problem-solving tools	
MSFSF3013	Provide technical advice to customers	
MSTCL2001	Use a sewing machine	
MSTGN2002	Package and handle TCF items for storage or despatch	
MSTGN2005	Perform minor maintenance	
MSTGN2008	Coordinate work of team or section	
MSTGN2014	Operate computing technology in a TCF workplace	
MSTGN3001	Control production in a section of a TCF enterprise	
MSTGN3003	Estimate and cost job	

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MSTGN3005	Plan tasks to assist production operation	
MSTTF2006	Measure and scale geometric shapes	MSTTF2005 Translate information into measurements or diagrams
MSTTF2007	Produce patterns for 2-D products	
MSTTF2008	Use adhesives	
MSTTF2012	Stitch by hand	
MSTTF2014	Weld plastic materials	
MSTTX3003	Set up, adjust and maintain industrial sewing machines	

Qualification Mapping Information

Release 3. Supersedes and is equivalent to MST30216 Certificate III in Manufactured Textile Products (Release 2)

Release 2. Imported unit updated. Equivalent.

Release 1. Supersedes and is equivalent to LMT30407 Certificate III in Textile Fabrication

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST30316 Certificate III in Millinery

Modification History

This version was released with MST Textiles Clothing and Footwear Training Package Release 2.0.

1 Elective unit updated. Equivalent outcome.

Release 3. Supersedes and is equivalent to MST30316 Certificate III in Millinery (Release 2)

Release 2. Listed prerequisites adjusted to match corrected units. Equivalent.

Release 1. Supersedes and is equivalent to LMT30607 Certificate III in Millinery.

Qualification Description

This qualification is intended for those who apply a range of technical skills within a millinery production environment.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the MST30316 Certificate III in Millinery, competency must be achieved in **nineteen (19)** units of competency:

- **nine (9)** core units of competency
- **ten (10)** elective units of competency.

Note: Where prerequisite units are identified they must be counted in the total number of units required for achievement of the qualification.

Core units of competency

Select all **nine (9)** units of competency from the following list.

Unit code	Unit title
MSMENV272	Participate in environmentally sustainable work practices
MSMWHS200	Work safely
MSMSUP102	Communicate in the workplace

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MSS402051	Apply quality standards
MSTML2001	Identify materials used in millinery
MSTML2002	Make flat patterns for millinery
MSTML2007	Block and shape millinery by hand
MSTML2008	Assemble simple blocked millinery components
MSTML3004	Identify performance and handling requirements of millinery materials

Elective units of competency

Select **ten (10)** units as specified below.

- A minimum of **one (1)** unit must be chosen from Group A
- The remaining **seven (9)** units may be selected from:
  - units not previously selected from Group A
  - units from Group B
  - a maximum of **three** (**3**) relevant units from this Training Package, other endorsed Training Packages and accredited courses, where those units are available at Certificate II level (maximum 1 unit), Certificate III level or Certificate IV level (maximum 1 unit).

Units selected from other Training Packages and accredited courses must be relevant to the qualification outcome and not duplicate units available within this qualification.

Group A		
Unit code	**Unit title**	**Prerequisites**
MSTFD3001	Market design product to local outlets	
MSTFD3005	Use skin, fur or leather to create fashion or textile products	
MSTGN3002	Organise and plan own work to achieve planned outcomes	
MSTGN3003	Estimate and cost job	
MSTGN3006	Draw 3-D designs	
MSTML3001	Make flat patterns from hat blocks	MSTML2002 Make flat patterns for millinery

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		MSTML2007 Block and shape millinery by hand MSTFD2006 Make millinery with flat pattern components
MSTML3002	Block and shape complex millinery	MSTML2007 Block and shape millinery by hand MSTML3004 Identify performance and handling requirements of millinery materials
MSTML3003	Make millinery using a pattern derived from a hat block	MSTML2005 Place and cut millinery patterns MSTML3001 Make flat patterns from hat blocks
MSTML3005	Assemble complex blocked millinery components	MSTML3002 Block and shape complex millinery

Group B		
Unit code	**Unit title**	**Prerequisites**
MSMSUP106	Work in a team	
MSTCL2003	Perform basic maintenance of headwear	
MSTCL2005	Use specialised machinery to assist assembly production	
MSTCL2011	Draw and interpret a basic sketch	
MSTFD2006	Use a sewing machine for fashion design	
MSTGN2001	Use steaming and pressing equipment in TCF production	
MSTGN2002	Pack, handle, store and despatch work in TCF production	

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MSTGN2003	Work in the TCF industry	
MSTGN2005	Perform minor maintenance	
MSTGN2006	Perform test or inspection to check product quality	
MSTGN2008	Coordinate work of team or section	
MSTGN2010	Perform tasks to support production	
MSTGN2012	Work safely with chemicals in TCF operations	
MSTGN2014	Operate computing technology in a TCF workplace	
MSTML2003	Produce and attach millinery trims	
MSTML2004	Produce felt for millinery	
MSTML2005	Place and cut millinery patterns	
MSTML2006	Make millinery with flat pattern components	
MSTML2009	Apply millinery sewing and adhesion techniques	

Qualification Mapping Information

Release 3. Supersedes and is equivalent to MST30316 Certificate III in Millinery (Release 2)

Release 2. Listed prerequisites adjusted to match corrected units. Equivalent.

Release 1. Supersedes and is equivalent to LMT30607 Certificate III in Millinery.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST30416 Certificate III in Footwear

Modification History

This version was released with MST Textiles Clothing and Footwear Training Package Release 2.0.

1 Elective unit updated. Equivalent outcome.

Release 2. Supersedes and is equivalent to MST30416 Certificate III in Footwear (Release 1)

Release 1. Supersedes and is Not equivalent to:

- LMT30707 Certificate III in Footwear Production
- LMT30807 Certificate III in Footwear Repair

Qualification Description

This qualification is intended for those who perform multi-skilled operations within a work environment that produces or repairs footwear, where an in-depth knowledge of footwear materials and production or repair processes is required.

Suitable applications include manufacture or repair of footwear products.

Elective units of competency should be chosen to meet the specialist skill needs of the area of application.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the MST30416 Certificate III in Footwear, competency must be achieved in **nineteen (19)** units of competency:

- five **(5)** core units of competency
- **fourteen** (**14**) elective units of competency.

Note: Where prerequisite units are identified they must be counted in the total number of units required for achievement of the qualification.

Packaging for an industry specialisation

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In addition to packaging for a generic outcome, elective units if competency can be chosen to meet the specialist skill needs of the following areas of application:

- Footwear production
- Footwear repair

Core units of competency

Select all **five (5)** units of competency from the following list.

Unit code	Unit title
MSMENV272	Participate in environmentally sustainable work practices
MSMWHS200	Work safely
MSMSUP102	Communicate in the workplace
MSS402051	Apply quality standards
MSTFP2001	Identify materials used in footwear production

Elective units of competency

Select **fourteen (14)** units as specified below.

- A minimum of **six (6)** units must be chosen from Group A
- The remaining **eight (8)** units may be selected from:
  - units not previously selected from Group A
  - units from Group B
  - a maximum of **five (5)** relevant units from this Training Package, other endorsed Training Packages and accredited courses, where those units are available at Certificate II, Certificate III or Certificate IV level.

Units selected from other Training Packages and accredited courses must be relevant to the qualification outcome and not duplicate units available within this qualification.

Group A – Specialist electives

If packaging for a generic qualification, select a minimum of **five (5)** units in any combination from the specialisation groups below.

If packaging for an industry specialisation, select a minimum of **five (5)** units from one of the specialist groups below.

Footwear production

Unit code	Unit title	Prerequisites

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MSTFP3001	Cut leather by hand	
MSTFP3002	Hand last shoe	
MSTFP3003	Assemble shoe by hand	MSTFP2001 Identify materials used in footwear production
MSTFP3004	Contribute to footwear production improvement processes	MSS402051 Apply quality standards
MSTFP3006	Apply foot anatomy principles to footwear production	
MSTGN3005	Plan tasks to assist production operations	
MSTLG3005	Grade leather	
Footwear repair		
Unit code	**Unit title**	**Prerequisites**
MSTFR3001	Replace full sole and heel	
MSTFR3002	Operate sole stitcher	
MSTFR3003	Hand sew welt	
MSTFR3004	Re-cover footwear	
MSTFR3005	Dye footwear or leather product	
MSTFR3006	Undertake specialised footwear repair techniques	
MSTGN3001	Control production in a section of a TCF enterprise	
MSTGN3002	Organise and plan own work to achieve planned outcomes	
MSTGN3003	Estimate and cost job	

Group B – General electives		
Unit code	**Unit title**	**Prerequisites**

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MEM18001	Use hand tools	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MEM19006	Replace watch batteries	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information MEM18001 Use hand tools
MEM19014	Perform hand engraving	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information MEM18001 Use hand tools
MEM20001	Produce keys	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MSMSUP106	Work in a team	
MSTGN2002	Package and handle TCF items for storage or despatch	
MSTGN2003	Work in the TCF industry	
MSTGN2005	Perform minor maintenance	
MSTGN2006	Perform test or inspection to check product quality	
MSTGN2007	Select, transfer and remove materials and products	
MSTGN2008	Coordinate work of team or section	

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MSTGN2010	Perform tasks to support production	
MSTGN2012	Work safely with chemicals in TCF operations	
MSTGN2014	Operate computing technology in a TCF workplace	

Qualification Mapping Information

Release 2. Supersedes and is equivalent to MST30416 Certificate III in Footwear (Release 1)

Release 1. Supersedes and is Not equivalent to:

- LMT30707 Certificate III in Footwear Production
- LMT30807 Certificate III in Footwear Repair

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST30516 Certificate III in Leather Production

Modification History

This version was released with *MST Textiles Clothing and Footwear Training Package Release 2.0*.

1 Elective unit updated. Equivalent outcome.

Release 2. Supersedes and is equivalent to MST30516 Certificate III in Leather Production (Release 1)

Release 1. Supersedes and is equivalent to LMT30907 Certificate III in Leather Production

Qualification Description

This qualification provides the skills and knowledge required to perform supervision roles, specialised tasks or multi-skilled roles within a leather production environment.

Work relates to specialised technical, operational and supervisory roles in a hide, skin and leather processing enterprise or an enterprise involved in the production of leather goods.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the MST30516 Certificate III in Leather, competency must be achieved in **nineteen (19)** units of competency:

- **four (4)** core units of competency
- **fifteen (15)** elective units of competency.

Note: Where prerequisite units are identified they must be counted in the total number of units required for achievement of the qualification.

Core units of competency

Select all **four (4)** units of competency from the following list.

Unit code	Unit title
MSMENV272	Participate in environmentally sustainable work practices

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MSMWHS200	Work safely
MSTGN3002	Organise and plan own work to achieve planned outcomes
MSS402051	Apply quality standards

Elective units of competency

Select **fifteen (15)** units as specified below.

- A minimum of **four (4)** units must be chosen from Group A
- The remaining **eleven (11)** units may be selected from:
  - units not previously selected from Group A
  - units from Group B
  - up to **five (5)** units from this Training Package, other endorsed Training Packages and accredited courses, where those units are available at Certificate II, Certificate III or Certificate IV level.

Units selected from other Training Packages and accredited courses must be relevant to the qualification outcome and not duplicate units available within this qualification.

Group A		
Unit code	**Unit title**	**Prerequisites**
MSTGN3001	Control production in a section of a TCF enterprise	
MSTGN3003	Estimate and cost job	
MSTGN3004	Supervise operations in a TCF enterprise	
MSTGN3005	Plan tasks to assist production operations	
MSTHL3001	Determine suitability of hide, skin and leather for specific requirements	
MSTHL3002	Determine tanning requirements for hide, skin and leather	
MSTLG3001	Make a prototype	
MSTLG3002	Cut leather by hand	
MSTLG3003	Sew leather by hand	
MSTLG3004	Apply finishes to leather products	

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MSTLG3005	Grade leather	
MSTLG3006	Apply pattern specifications to saddlery operations	
MSTLG3007	Assemble saddle components	

Group B		
Unit code	**Unit title**	**Prerequisites**
MEM11010	Operate mobile load shifting equipment	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MSMSUP106	Work in a team	
MSTGN2002	Package and handle TCF items for storage or despatch	
MSTGN2003	Work in the TCF industry	
MSTGN2005	Perform minor maintenance	
MSTGN2006	Perform test or inspection to check product quality	
MSTGN2007	Select, transfer and remove materials and products	
MSTGN2008	Coordinate work of team or section	
MSTGN2012	Work safely with chemicals in TCF operations	
MSTGN2014	Operate computing technology in a TCF workplace	
MSTHL2001	Undertake receival, storage, handling and preservation of materials or products	

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MSTHL2002	Perform fellmongering processes	
MSTHL2003	Operate machines to prepare hides or skins for tanning	
MSTHL2004	Sort, grade or class hides, skins or leather	
MSTHL2005	Trim hides, skins or leather	
MSTHL2006	Use drum or vessel to prepare or tan hides or skins	
MSTHL2007	Operate machine to crust hides, skins or leather	
MSTHL2008	Use drum or vessel to crust hides, skins or leather	
MSTHL2009	Perform drying operations	
MSTHL2010	Finish hides, skins or leather	
MSTLG2001	Cut by machine	
MSTLG2002	Sew leather by machine	
MSTLG2003	Perform table work	
MSTLG2004	Operate leather production machines	
MSTLG2005	Split leather pieces	
MSTLG2006	Identify materials used in leather goods production	
MSTLG2007	Skive leather pieces	
PMBWASTE302	Coordinate waste disposal	

Qualification Mapping Information

Release 2. Supersedes and is equivalent to MST30516 Certificate III in Leather Production (Release 1)

Release 1. Supersedes and is equivalent to LMT30907 Certificate III in Leather Production

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST30616 Certificate III in Laundry Operations

Modification History

This version was released with MST Textiles Clothing and Footwear Training Package Release 2.0.

2 Elective units updated. Equivalent outcome.

Release 2. Supersedes and is equivalent to MST30616 Certificate III in Laundry Operations (Release 1)

Release 1. Supersedes and is equivalent to LMT31110 Certificate III in Laundry Operations.

Qualification Description

This qualification is intended for those who perform supervision roles, specialised technical tasks or multi-skilled roles within a commercial laundry environment.

Work is usually performed in a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the use of equipment or application of contingency measures and within known time constraints.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the MST30616 Certificate III in Laundry Operations, competency must be achieved in **nineteen (19)** units of competency:

- **seven (7)** core units of competency
- **twelve (12)** elective units of competency.

Note: Where prerequisite units are identified they must be counted in the total number of units required for achievement of the qualification.

Core units of competency Select all **seven (7)** units of competency from the following list.	
Unit code	**Unit title**

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MSMENV272	Participate in environmentally sustainable work practices
MSMWHS200	Work safely
MSMSUP102	Communicate in the workplace
MSS402051	Apply quality standards
MSTDC2009	Identify fabric and garment cleaning requirements
MSTLA2001	Apply infection control policies and procedures in laundry operations
MSTLA2002	Operate washing machines

Elective units of competency

Select **twelve (12)** units as specified below.

- A minimum of **three (3)** units must be selected from Group A
- A minimum of **five (5)** units must be selected from Group B
- The remaining **four (4)** units may be selected from:
  - units not previously selected from Group A or B
  - units from Group C
  - a maximum of **three (3)** relevant units from this Training Package, other endorsed Training Packages and accredited courses, where those units are available at Certificate II level (maximum 1 unit), Certificate III level or Certificate IV level (maximum 1 unit).

Group A

Unit code	Unit title	Prerequisites
MSMSUP382	Provide coaching/mentoring in the workplace	
MSTCL3004	Press whole garments	MSTCL2006 Press work
MSTGN3001	Control production in a section of a TCF enterprise	
MSTGN3002	Organise and plan own work to achieve planned outcomes	
MSTGN3004	Supervise operations in a textiles, clothing and footwear enterprise	

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MSTGN3005	Plan tasks to assist production operations	
MSTGN3007	Monitor and operate trade waste process	
MSTLA3001	Perform advanced laundry operations	
MSTLA3002	Determine linen rental requirements	
MSTTX3012	Identify and deal with mechanical and low voltage electrical faults in textile machinery	
Group B		
Unit code	**Unit title**	**Prerequisites**
MSTDC2001	Provide customer service in a dry cleaning or laundry enterprise	
MSTDC2007	Receive and sort articles for cleaning	
MSTGN2012	Work safely with chemicals in TCF operations	
MSTLA2003	Control washing extractor operation	MSTLA2002 Operate washing machines
MSTLA2004	Perform linen rewash	MSTLA2002 Operate washing machines
MSTLA2005	Operate hydro extractor	
MSTLA2006	Perform conditioning and drying processes	
MSTLA2007	Finish products for despatch	
MSTLA2008	Repair damaged laundry items	
MSTLA2009	Inspect, fold and pack theatre linen	
MSTLA2010	Prepare products for storage or despatch	
Group C		
Unit code	**Unit title**	**Prerequisites**

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MEM07033	Operate and monitor basic boiler	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MEM07034A	Operate and monitor intermediate class boiler	MEM07033 Operate and monitor basic boiler
MSMSUP106	Work in a team	
MSMOPS101	Make measurements	
MSTCL2001	Use a sewing machine	
MSTCL2002	Provide hand sewing and finishing support	
MSTCL2004	Sew components	MSTCL2001 Use a sewing machine
MSTCL2006	Press work	
MSTGN2006	Perform test or inspection to check product quality	
MSTGN2007	Select, transfer and remove materials and products	
MSTGN2008	Coordinate work of team or section	
MSTGN2010	Perform tasks to support production	
MSTGN2013	Identify fibres, fabrics and textiles used in TCF production	
MSTGN2014	Operate computing technology in a TCF workplace	
MSTGN2002	Package and handle TCF items for storage or	

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	despatch	
MSTGN2001	Use steaming and pressing equipment in TCF production	
PMBWASTE302	Coordinate waste disposal	

Qualification Mapping Information

Release 2. Supersedes and is equivalent to MST30616 Certificate III in Laundry Operations (Release 1)

Release 1. Supersedes and is equivalent to LMT31110 Certificate III in Laundry Operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST30719 Certificate III in Dry Cleaning Operations

Modification History

This version was released with *MST Textiles Clothing and Footwear Training Package Release 2.0*.

1 Core unit updated. 1 Elective unit updated. Equivalent outcome.

Release 1. Supersedes and is equivalent to MST30716 Certificate III in Dry Cleaning Operations

Qualification Description

This qualification is intended for those who perform supervision roles, specialised technical tasks or multi-skilled roles within a dry cleaning environment.

Work is usually performed in a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the provision of services or contingency measures and within known time constraints.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = **19**

- **9 core** units of competency
- **10 elective** units of competency, consisting of:
  - **at least 5** units from Group A
  - **at least 2** units from Group B
  - the remaining **3** units may be selected from:
    - units not previously selected from Group A, B and/or C
    - units from any endorsed Training Package or accredited course where those units are available at Certificate II level, Certificate III level or Certificate IV level. These units must be relevant to the work outcome and not duplicate units available within this qualification

Core units

Select **9 units** of competency from the following list.

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Unit code	Unit title	Prerequisite unit
MSMENV272	Participate in environmentally sustainable work practices	
MSMSUP102	Communicate in the workplace	
MSMWHS200	Work safely	
MSS402051	Apply quality standards	
MSTDC2002	Conduct safe handling of dry cleaning chemicals and solvents	
MSTDC2003	Identify pre- and post-spotting requirements	
MSTDC2004	Operate dry cleaning machines	
MSTDC2009	Identify fabric and garment cleaning requirements	
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry	

Group A

Unit code	Unit title	Prerequisite unit
MSMSUP382	Provide coaching/mentoring in the workplace	
MSTCL3003	Perform garment repairs and alterations	
MSTCL3004	Press whole garments	
MSTDC3001	Perform spotting function in dry cleaning operations	
MSTDC3002	Dry clean garments with special treatment requirements	
MSTGN3001	Control production in a section of a TCF enterprise	
MSTGN3002	Organise and plan own work to achieve planned outcomes	
MSTGN3004	Supervise operations in a TCF enterprise	
MSTGN3005	Plan tasks to assist production operations	

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Unit code	Unit title	Prerequisite unit
PMBWASTE302	Coordinate waste disposal	

Group B

Unit code	Unit title	Prerequisite unit
MSTDC2001	Provide customer service in a dry cleaning or laundry enterprise	
MSTDC2005	Operate wet cleaning machines	
MSTDC2006	Operate finishing equipment	
MSTDC2007	Receive and sort articles for cleaning	
MSTDC2008	Carry out final inspection of articles	
MSTGN2002	Package and handle TCF items for storage or despatch	

Group C

Unit code	Unit title	Prerequisite unit
MEM07033	Operate and monitor basic boiler	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MEM07034A	Operate and monitor intermediate class boiler	MEM07033 Operate and monitor basic boiler

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Unit code	Unit title	Prerequisite unit
MSMBLIC001	Licence to operate a standard boiler	
MSMSUP106	Work in a team	
MSTCL2001	Use a sewing machine	
MSTCL2002	Provide hand sewing and finishing support	
MSTCL2004	Sew components	MSTCL2001 Use a sewing machine
MSTCL2006	Press work	
MSTGN2001	Use steaming and pressing equipment in TCF production	
MSTGN2003	Work in the TCF industry	
MSTGN2008	Coordinate work of team or section	
MSTGN2014	Operate computing technology in a TCF workplace	

Qualification Mapping Information

Release 1. Supersedes and is equivalent to MST30716 Certificate III in Dry Cleaning Operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST30819 Certificate III in Applied Fashion Design and Technology

Modification History

This version was released with *MST Textiles Clothing and Footwear Training Package Release 2.0*.

Release 1. Supersedes and equivalent to:

- MST30816 Certificate III in Applied Fashion Design and Technology. 1 Core unit updated. 1 Elective unit updated. Equivalent outcome.
- LMT32011 Certificate III in Digitising and Computerised Embroidery

Qualification Description

This qualification provides the skills and knowledge required to work in applied design and production roles within the clothing and fashion industry.

This qualification is suitable for workers producing fashion products where a basic understanding of design and marketing as well as sewing skills for specialist machinists, support roles in patternmaking, production of digitally printed or embroidered fabrics or garments is needed.

Items to be produced would include a single or small range of products. This qualification is particularly suitable for those who are self-employed undertaking low volume production of items for local distribution outlets, for example, markets.

Elective units of competency can be chosen to meet the specialist skills needs of the area of application.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = **19**

- **4 core** units of competency
- **15 elective** units of competency, consisting of:
  - at least 6 units from the specialist electives list (Group A, B, C, D and/or E)
  - at least 4 units from Group E general electives
  - the remaining 5 units may be selected from:
    - units not previously selected from Group A, B, C, D or E

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- units from any endorsed Training Package or accredited course where those units are available at Certificate II level, Certificate III level or Certificate IV level. These units must be relevant to the work outcome and not duplicate units available within this qualification.

Any combination of electives that meets the rules above can be selected for the award of the *MST30819 Certificate III in Applied Fashion Design and Technology*

Where appropriate, electives may be packaged to provide a qualification with a specialisation.

Packaging for Specialisations

Electives must be packaged to provide a qualification with a specialisation area as follows:

- At least 6 Group A electives must be selected for award of *Certificate III in Applied Fashion Design and Technology (Fashion Design)*
- At least 6 Group B electives must be selected for award of *Certificate III in Applied Fashion Design and Technology (Clothing Technician)*
- At least 6 Group C electives must be selected for award of *Certificate III in Applied Fashion Design and Technology (Digital Embroidery)*
- At least 6 Group D electives must be selected for award of *Certificate III in Applied Fashion Design and Technology (Digital Printing)*

Core units

Select **4 units** of competency from the following list.

Unit code	Unit title
MSMENV272	Participate in environmentally sustainable work practices
MSMWHS200	Work safely
MSS402051	Apply quality standards
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry

Specialist electives

Group A - Fashion Design

Unit code	Unit title	Prerequisite unit
MSTCL3001	Identify fabric performance and handling requirements	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3002	Prepare and produce a complex whole garment from specifications	MSTFD2006 Use a sewing machine for fashion design

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Unit code	Unit title	Prerequisite unit
		MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3009	Develop patterns from a block using basic patternmaking principles	
MSTCL3013	Interpret patterns and apply pattern information	
MSTFD3001	Market design product to local outlets	
MSTFD3002	Design and produce Indigenous printed textiles to a brief	MSTFD2002 Apply printing techniques to produce Indigenous textile designs MSTFD2003 Apply dyeing techniques to produce Indigenous textile designs MSTFD2004 Work within an Indigenous cultural framework
MSTFD3003	Prepare design concept for a simple garment	MSTCL2011 Draw and interpret a basic sketch MSTFD2005 Identify design process for fashion designs
MSTFD3004	Draw a trade drawing for fashion design	

Group B - Clothing Technician

MSTCL3001	Identify fabric performance and handling requirements	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3002	Prepare and produce a complex whole garment from specifications	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3003	Perform garment repairs and alterations	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3005	Lay up and cut complicated fabrics	MSTCL2007 Lay up, mark and cut

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	and lays	uncomplicated fabrics and lays
MSTCL3006	Assemble bra or swimwear	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3007	Embellish garment by hand or machine	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3008	Set and produce digital embroidery	
MSTCL3009	Develop patterns from a block using basic patternmaking principles	
MSTCL3010	Sew woven and stretch knit garments	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3012	Make marker for complicated fabrics and lays	MSTCL2007 Lay up, mark and cut uncomplicated fabrics and lays
MSTCL3013	Interpret patterns and apply pattern information	
MSTTX3003	Set up, adjust and maintain industrial sewing machines	

Group C - Digital Embroidery

CUACMP311	Implement copyright arrangements	
MSTDE3001	Apply hooping and fabric handling techniques	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTDE3002	Digitise artwork for computerised embroideries	MSTDE3001 Apply hooping and fabric handling techniques MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTDE3003	Apply advanced digitising techniques to produce computerised	MSTDE3001 Apply hooping and fabric handling techniques

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	embroideries	MSTDE3002 Digitise artwork for computerised embroideries MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTDE3004	Generate artwork for computerised embroideries	
MSTDE3005	Replicate traditional hand craft techniques	MSTDE3001 Apply hooping and fabric handling techniques MSTDE3002 Digitise artwork for computerised embroideries MSTDE3003 Apply advanced digitising techniques to produce computerised embroideries MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTDE3006	Digitise text to produce embroidered lettering	MSTDE3001 Apply hooping and fabric handling techniques MSTDE3002 Digitise artwork for computerised embroideries MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTDE3007	Demonstrate features of digitised embroidery machines	
MSTDE3008	Produce embroidery from digitised images	
MSTDE3009	Maintain computerised embroidery machines	

Group D - Digital Printing

CUACMP311	Implement copyright arrangements	
ICPPRN284	Use colour management systems	
ICPPRN383	Prepare for personalised digital printing	
ICPPRN385	Apply software applications to digital production	ICPSUP281 Use computer systems

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ICPPRN387	Use colour management for production	ICPPRN284 Use colour management systems
ICPPRN390	Generate a proof for digital production	
ICPPRN392	Set up and produce specialised digital print	
ICPSUP281	Use computer systems	

Group E – General Electives

Unit code	Unit title	Prerequisite unit
BSBDES202	Evaluate the nature of design in a specific industry context	
BSBDES301	Explore the use of colour	
BSBDES302	Explore and apply the creative design process to 2D forms	
BSBSMB304	Determine resource requirements for the micro business	
BSBSMB305	Comply with regulatory, taxation and insurance requirements for the micro business	
ICPPRN282	Produce and manage basic digital print	
ICPPRN388	Preflight and import complex images for digital device	
ICPPRN389	Manage digital files	
MSMSUP382	Provide coaching/mentoring in the workplace	
MSTCL2007	Lay up, mark and cut uncomplicated fabrics and lays	
MSTCL2009	Despatch work	
MSTCL2010	Modify patterns to create basic styles	
MSTCL2011	Draw and interpret a basic sketch	

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Unit code	Unit title	Prerequisite unit
MSTCL2012	Organise and plan own work in a home-based production environment	
MSTFD2001	Design and produce a simple garment	
MSTFD2002	Apply printing techniques to produce Indigenous textile designs	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD2003	Apply dyeing techniques to produce Indigenous textile designs	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD2004	Work within an Indigenous cultural framework	
MSTFD2005	Identify design process for fashion designs	
MSTFD2006	Use a sewing machine for fashion design	
MSTGN2001	Use steaming and pressing equipment in TCF production	
MSTGN2003	Work in the TCF industry	
MSTGN2004	Work in a team environment	
MSTGN2005	Perform minor maintenance	
MSTGN2006	Perform test or inspection to check product quality	
MSTGN2008	Coordinate work of team or section	
MSTGN2014	Operate computing technology in a TCF workplace	
MSTGN3002	Organise and plan own work to achieve planned outcomes	
MSTGN3003	Estimate and cost job	
MSS402010	Manage the impact of change on own work	
MSS402082	Apply cost factors to work practices	

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Unit code	Unit title	Prerequisite unit
MSS402031	Interpret product costs in terms of customer requirements	
MSS402080	Undertake root cause analysis	
SIRXPDK001	Advise on products and services	

Qualification Mapping Information

Release 1. Supersedes and equivalent to:

- MST30816 Certificate III in Applied Fashion Design and Technology
- LMT32011 Certificate III in Digitising and Computerised Embroidery

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST40119 Certificate IV in Textile Design, Development and Production

Modification History

This version was released with *MST Textiles Clothing and Footwear Training Package Release 2.0*.

1 Core unit updated. 1 Elective unit updated. Equivalent outcome.

Release 1. Supersedes and is equivalent to MST40116 Certificate IV in Textile Design, Development and Production.

Qualification Description

This qualification provides the skills and knowledge required to work in occupations such as design, technical support and development, in the textiles industry, with roles such as product design, production planning and quality control.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = **25**

- **6 core** units of competency
- **19 elective** units of competency, consisting of:
  - at least 5 units from Group A
  - up to 14 units (not previously selected) from Group A and/or B
  - up to 5 units from any endorsed Training Package or accredited course where those units are available at Certificate III, Certificate IV or Diploma level. These units must be relevant to the work outcome and not duplicate units available within this qualification.

Core units

Select **6 units** of competency from the following list.

Unit code	Unit title	Prerequisite unit
MSMENV272	Participate in environmentally	

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Unit code	Unit title	Prerequisite unit
	sustainable work practices	
MSMWHS200	Work safely	
MSS402051	Apply quality standards	
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry	
MSTTX3001	Identify quality and types of textile fibres, yarns and fabrics	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry

Select 1 unit from the following:

MSTGN3004	Supervise operations in a TCF enterprise	
MSTTD4007	Analyse textile design influences	

Group A

Unit code	Unit title	Prerequisite unit
MSTFD4005	Communicate and sell design concepts	
MSTGN4002	Participate in product engineering	
MSTGN4004	Analyse TCF merchandising and marketing principles	
MSTGN4005	Plan and implement production within a work area	
MSTGN4006	Apply TCF market supply systems	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTGN4007	Contribute to the development of products or processes	
MSTGN4009	Design production tooling	
MSTGN4013	Manage technical processes	
MSTTD4001	Produce knitted textile samples	

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Unit code	Unit title	Prerequisite unit
MSTTD4002	Prepare stencils and screens for textile printing	
MSTTD4003	Produce woven textile samples	
MSTTD4004	Produce woven tapestry samples	
MSTTD4005	Produce screen printed textiles	
MSTTD4006	Source textile materials and resources	
MSTTD4008	Present and promote textile design concepts	
MSTTD4009	Assist in the development of textile designs	
MSTTD4010	Apply manipulation techniques to create experimental textile samples	
MSTTD4011	Estimate costs for development of textile designs	
MSTTD4012	Analyse use of colour in textiles	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry MSTTD4002 Prepare stencils and screens for textile printing
MSTTX4001	Interpret and apply textile calculations and specifications	
MSTTX4002	Understand and apply textile science	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry MSTTX3001 Identify quality and types of textile fibres, yarns and fabrics
MSTTX4003	Perform routine textile testing and analyse results	MSTTX4001 Interpret and apply textile calculations and specifications MSTTX4002 Understand and apply textile science
MSTTX4004	Select dyes and develop dye specification and recipe for production	

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Unit code	Unit title	Prerequisite unit
MSTTX4005	Undertake textile colouration and finishing	MSTTX4002 Understand and apply textile science

Group B

Unit code	Unit title	Prerequisite unit
CUAACD301	Produce drawings to communicate ideas	
CUADRA201	Develop drawing skills	
MSMENV472	Implement and monitor environmentally sustainable work practices	
MSTCL2012	Organise and plan own work in a home-based production environment	
MSTGN2003	Work in the TCF industry	
MSTGN2012	Work safely with chemicals in TCF operations	
MSTGN2014	Operate computing technology in a TCF workplace	
MSTGN3002	Organise and plan own work to achieve planned outcomes	
MSTGN3003	Estimate and cost job	
MSTTD5010	Produce computer-aided textile design folios	MSTGN2014 Operate computing technology in a TCF workplace
MSTTX2001	Perform knitting operations	
MSTTX2008	Operate a machine for complex production operations	
MSTTX3003	Set up, adjust and maintain industrial sewing machines	
MSTTX3011	Set up, adjust and monitor a machine for TCF production	

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Unit code	Unit title	Prerequisite unit
MEM12023	Perform engineering measurements	MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MEM12024	Perform computations	MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MEM13003	Work safely with industrial chemicals and materials	MEM11011 Undertake manual handling MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MEM13015	Work safely and effectively in manufacturing and engineering	
MEM14006	Plan work activities	MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
MEM17003	Assist in the provision of on-the-job training	MEM13015 Work safely and effectively in manufacturing and engineering MEM16006 Organise and communicate information
PMASUP420	Minimise environmental impact of process	

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Qualification Mapping Information

Release 1. Supersedes and is equivalent to MST40116 Certificate IV in Textile Design, Development and Production.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST40219 Certificate IV in Clothing Production

Modification History

This version was released with *MST Textiles Clothing and Footwear Training Package Release 2.0*.

1 Core and 2 elective units updated. Equivalent outcome.

Release 1. Supersedes and is equivalent to MST40216 Certificate IV in Clothing Production.

Qualification Description

This qualification is intended for those who perform specialised production or multi-skilled operations and supervision roles, within the textiles and clothing production environment.

It covers skills and knowledge in the application of specialised technical and supervisory skills within clothing production enterprises.

It covers occupations such as supervisory roles in a production environment, patternmakers and sample machinists. It allows for a multi-skilled approach to clothing production and provides a basis for career progression to higher skills in the applied fashion design and technology area.

Work outcomes require workers to operate and take responsibility for specialist production machines or processes where the work is mostly repetitive and predictable and the emphasis is on safety, efficiency, process control and problem solving.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Packaging Rules

Total number of units = **25**

- **8 core** units of competency
- **17 elective** units of competency, consisting of:
  - at least 6 units from Group A
  - up to 11 units (not previously selected) from Group A and/or B
  - up to 5 units from any endorsed Training Package or accredited course where those units are available at Certificate III, Certificate IV or Diploma level. These units must be relevant to the work outcome and not duplicate units available within this qualification

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Core units

Select all **8 units** of competency from the following list.

Unit code	Unit title	Prerequisite unit
MSMENV272	Participate in environmentally sustainable work practices	
MSMWHS200	Work safely	
MSS402051	Apply quality standards	
MSTCL3001	Identify fabric performance and handling requirements	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3002	Prepare and produce a complex whole garment from specifications	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3013	Interpret patterns and apply pattern information	
MSTFD2006	Use a sewing machine for fashion design	
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry	

Group A

Unit code	Unit title	Prerequisite unit
MSTCL4001	Perform sample machining of advanced construction garments	MSTCL3002 Prepare and produce a complex whole garment from specifications MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL4002	Assemble and fit commercially tailored or bespoke garments	

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Unit code	Unit title	Prerequisite unit
MSTCL4003	Measure, lay up and cut custom-made garments	
MSTCL4004	Determine and perform garment maintenance or repair	
MSTFD4002	Apply principles of colour theory to fashion design development	MSTFD2005 Identify design process for fashion designs MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD4003	Assist in preparation of preliminary design concepts	
MSTFD4006	Interact and network with fashion industry participants	
MSTFD4007	Conduct quality assurance for patterns and garments	
MSTFD4008	Construct stock size block for garment to meet size and fit specifications	
MSTFD4009	Create and edit digital embroidery designs	MSTCL3008 Set and produce digital embroidery MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD4010	Create pattern to meet design specifications applying advanced patternmaking principles	MSTCL3009 Develop patterns from a block using basic patternmaking principles
MSTFD4011	Cut fabrics for prototype designs	
MSTFD4012	Develop product specifications for fashion designs	MSTFD3004 Draw a trade drawing for fashion design
MSTFD4013	Grade 2D patterns	
MSTFD4015	Create pattern from block to meet customer specifications	MSTCL3009 Develop patterns from a block using basic patternmaking principles MSTFD4010 Create pattern to meet design specifications applying advanced

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Unit code	Unit title	Prerequisite unit
		patternmaking principles
MSTFD4016	Sew design prototypes	
MSTFD4022	Source materials and resources for production of TCF designs	
MSTFD4018	Use and apply sizing systems appropriate for fashion design	
MSTGN4001	Coordinate or set up machines for product change	
MSTGN4002	Participate in product engineering	
MSTGN4003	Install and commission process and machine control programs	
MSTGN4005	Plan and implement production within a work area	
MSTGN4010	Implement and monitor WHS and environmental systems in the workplace	
MSTGN4011	Coordinate the quality system and procedures	

Group B

Unit code	Unit title	Prerequisite unit
MSMENV472	Implement and monitor environmentally sustainable work practices	
MSTCL2005	Use specialised machinery or processes to assist TCF production	
MSTCL2006	Press work	
MSTCL2007	Lay up, mark and cut uncomplicated fabrics and lays	

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Unit code	Unit title	Prerequisite unit
MSTCL2012	Organise and plan own work in a home-based production environment	
MSTCL3004	Press whole garments	MSTCL2006 Press Work
MSTCL3005	Lay up and cut complicated fabrics and lays	MSTCL2007 Lay up, mark and cut uncomplicated fabrics and lays
MSTCL3006	Assemble bra or swimwear	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3007	Embellish garment by hand or machine	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3008	Set and produce digital embroidery	
MSTCL3009	Develop patterns from a block using basic patternmaking principles	
MSTCL3010	Sew woven and stretch knit garments	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3012	Make marker for complicated fabrics and lays	MSTCL2007 Lay up, mark and cut uncomplicated fabrics and lays
MSTFD2005	Identify design process for fashion designs	
MSTFD3003	Prepare design concept for a simple garment	MSTCL2011 Draw and interpret a basic sketch MSTFD2005 Identify design process for fashion designs
MSTGN2014	Operate computing technology in a TCF workplace	
MSTGN3002	Organise and plan own work to achieve planned outcomes	

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Unit code	Unit title	Prerequisite unit
MSTGN3005	Plan tasks to assist production operations	
PMBWASTE302	Coordinate waste disposal	

Qualification Mapping Information

Release 1. Supersedes and is equivalent to MST40216 Certificate IV in Clothing Production.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST40316 Certificate IV in Custom-Made Footwear

Modification History

This version was released with MST Textiles Clothing and Footwear Training Package Release 2.0.

7 Elective units added to Group A electives. Equivalent outcome.

Release 2. Supersedes and is equivalent to MST40316 Certificate IV in Custom-Made Footwear (Release 1)

Release 1. Supersedes and is equivalent to LMT40407 Certificate IV in Custom-Made Footwear.

Qualification Description

This qualification provides skills and knowledge to perform technical and production work in the design and development of custom-made footwear or footwear that involves small production quantities.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = **25**

- **9 core** units of competency
- **16 elective** units of competency, consisting of:
  - at least 5 units from Group A
  - at least 3 units from Group B
  - up to 8 units (not previously selected) from Group A, B and/or C
  - up to 4 units from any endorsed Training Package or accredited course where those units are available at Certificate III, Certificate IV or Diploma level. These units must be relevant to the work outcome and not duplicate units available within this qualification.

Core units

Select all **8 units** of competency from the following list.

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Unit code	Unit title	Prerequisite unit
MSMENV272	Participate in environmentally sustainable work practices	
MSMWHS200	Work safely	
MSS402051	Apply quality standards	
MSTFP2001	Identify materials used in footwear production	
MSTFP4001	Develop design for custom-made footwear	
MSTFP4002	Make patterns for custom-made footwear	
MSTFP4003	Prepare, cut and sew custom-made shoe components	
MSTFP4004	Assemble and finish custom-made shoe	
MSTFP4005	Fit custom-made footwear	

Group A

Unit code	Unit title	Prerequisite unit
MSTFD4003	Assist in preparation of preliminary design concepts	
MSTFD4014	Identify influences on contemporary fashion designs and construction techniques	
MSTGN4001	Coordinate or set up machines for product change	
MSTGN4002	Participate in product engineering	
MSTGN4005	Plan and implement production within a work area	
MSTGN4007	Contribute to the development of products or processes	
MSTGN4010	Implement and monitor WHS and environmental systems in the workplace	
MSTGN4011	Coordinate quality system and procedures	
MSTGN4012	Fabricate or machine tooling	
MSTMF4001	Select and adjust prefabricated footwear-related orthoses	

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Unit code	Unit title	Prerequisite unit
MSTMF4002	Conduct medical grade footwear assessments for clients with footwear-related medical conditions	
MSTMF4003	Modify medical grade footwear	
MSTMF4004	Select and adjust prefabricated medical grade footwear and accessories	
MSTMF4005	Select, produce and adjust casts for accommodative orthoses	
MSTMF4006	Fit medical grade footwear and orthoses	
MSTMF4007	Produce accommodative orthoses	
MSTMF4008	Produce negative and positive casts for lasts and corrective orthoses	
MSTMF4009	Produce custom-made medical grade footwear	
MSTMF4010	Fit complex custom-made medical grade footwear and orthoses	
MSTMF4011	Produce corrective orthoses	

Group B

Unit code	Unit title	Prerequisite unit
MSTFP3001	Cut leather by hand	
MSTFP3002	Hand last shoe	
MSTFP3003	Assemble shoe by hand	MSTFP2001 Identify materials used in footwear production
MSTFP3004	Contribute to footwear production improvement processes	MSS402051 Apply quality

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Unit code	Unit title	Prerequisite unit
		standards
MSTFP3005	Supervise footwear production operations	
MSTFP3006	Apply foot anatomy principles to footwear production	
MSTGN3001	Control production in a section of a TCF enterprise	
MSTGN3002	Organise and plan own work to achieve planned outcomes	
MSTGN3003	Estimate and cost job	
MSTLG3005	Grade leather	

Group C

Unit code	Unit title	Prerequisite unit
MSMSUP106	Work in a team	
MSTCL3014	Interact and communicate with garment production personnel	
MSTFD3004	Draw a trade drawing for fashion design	
MSTFP2002	Perform stuff cutting	
MSTFP2003	Cut printed materials by machine	
MSTFP2004	Cut non-printed leather by machine	
MSTFP2005	Operate machine to sew upper	

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Unit code	Unit title	Prerequisite unit
MSTFP2006	Machine upper according to product requirements	MSTFP2005 Operate machine to sew upper
MSTFP2007	Last shoe by machine	
MSTFP2008	Perform moulding operations	
MSTFP2009	Perform footwear finishing operations	
MSTFP2010	Repair footwear product	
MSTFP2011	Perform table-based operations	
MSTGN2005	Perform minor maintenance	
MSTGN2006	Perform test or inspection to check product quality	
MSTGN2007	Select, transfer and remove materials and products	
MSTGN2008	Coordinate work of team or section	
MSTGN2010	Perform tasks to support production	
MSTGN2014	Operate computing technology in a TCF workplace	
MSTGN3006	Draw 3-D designs	
MSTLG2007	Skive leather pieces	

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Qualification Mapping Information

Release 2. Supersedes and is equivalent to MST40316 Certificate IV in Custom-Made Footwear (Release 1)

Release 1. Supersedes and is equivalent to LMT40407 Certificate IV in Custom-Made Footwear.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST40416 Certificate IV in Millinery

Modification History

This version was released with MST Textiles Clothing and Footwear Training Package Release 2.0.

1 Elective unit updated. Equivalent outcome.

Release 3. Supersedes and is equivalent toMST40416 Certificate IV in Millinery (Release 2)

Release 2. Listed prerequisites adjusted to match corrected units. Equivalent.

Release 1. Supersedes and is equivalent to LMT40707 Certificate IV in Millinery.

Qualification Description

This qualification provides the skills and knowledge required to perform millinery design and construction roles. Work typically involves one-off or small run production within a small enterprise or self-employed operation.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the MST40416 Certificate IV in Millinery, competency must be achieved in **twenty-five (25)** units of competency:

- **nine (9)** core units of competency
- **sixteen (16)** elective units of competency.

Note: Where prerequisite units are identified they must be counted in the total number of units required for achievement of the qualification.

Core units of competency Select all **nine (9)** units of competency from the following list.		
Unit code	**Unit title**	**Prerequisites**
MSMENV272	Participate in environmentally sustainable work practices	

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MSMWHS200	Work safely	
MSS402051	Apply quality standards	
MSTFD4006	Interact and network with fashion industry participants	
MSTML2001	Identify materials used in millinery	
MSTML2002	Make flat patterns for millinery	
MSTML2007	Block and shape millinery by hand	
MSTML2008	Assemble simple blocked millinery components	
MSTML3004	Identify performance and handling requirements of millinery materials	MSTML2001 Identify materials used in millinery

Elective units of competency

Select **sixteen (16)** units as specified below.

- A minimum of **five (5)** units must be chosen from Group A
- The remaining **eleven (11)** units may be selected from:
  - units not previously selected from Group A
  - units from Group B
  - a maximum of **five (5)** relevant units from this Training Package, other endorsed Training Packages and accredited courses, where those units are available at Certificate III, Certificate IV or Diploma level.

Units selected from other Training Packages and accredited courses must be relevant to the qualification outcome and not duplicate units available within this qualification.

Group A

Unit code	Unit title	Prerequisites
MSTML4001	Undertake specific millinery construction techniques	
MSTML4002	Rejuvenate millinery	

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MSTML4003	Present and display millinery	
MSTML4004	Manage millinery procurement and cost millinery products	
MSTML4005	Undertake initial millinery consultation, subsequent fittings and finishing	
MSTML4006	Sketch and prepare millinery fashion designs	
MSTML4007	Make millinery patterns	
MSTML4008	Undertake couture millinery	
MSTML4009	Modify millinery blocks to make new shapes	
MSTML4010	Make couture trims	MSTCL2016 Trim headwear MSTML3004 Identify performance and handling requirements of millinery materials

Group B

Unit code	**Unit title**	**Prerequisites**
MSMENV472	Implement and monitor environmentally sustainable work practices	
MSTCL2016	Trim headwear	
MSTFD2006	Use a sewing machine for fashion design	
MSTFD3001	Market design product to local outlets	
MSTFD3005	Use skin, fur or leather to create fashion or textile products	
MSTGN2014	Operate computing technology in a TCF workplace	
MSTGN3002	Organise and plan own work to achieve planned outcomes	
MSTGN3003	Estimate and cost job	

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MSTGN3006	Draw 3-D designs	
MSTML2005	Press and cut millinery patterns	
MSTML3001	Make flat patterns from hat blocks	MSTML2002 Make flat patterns for millinery MSTML2007 Block and shape millinery by hand
MSTML3002	Block and shape complex millinery	MSTML2007 Block and shape millinery by hand MSTML3004 Identify performance and handling requirements of millinery materials
MSTML3003	Make millinery using a pattern derived from a hat block	MSTFD2006 Use a sewing machine for fashion design MSTML2005 Place and cut millinery patterns MSTML3001 Make flat patterns from hat blocks
MSTML3005	Assemble complex blocked millinery components	MSTML3002 Block and shape complex millinery

Qualification Mapping Information

Release 3. Supersedes and is equivalent to MST40416 Certificate IV in Millinery (Release 2)

Release 2. Listed prerequisites adjusted to match corrected units. Equivalent.

Release 1. Supersedes and is equivalent to LMT40707 Certificate IV in Millinery.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST40519 Certificate IV in Applied Fashion Design and Merchandising

Modification History

This version was released with *MST Textiles Clothing and Footwear Training Package Release 2.0*.

3 Core units updated. 1 Elective unit updated. Equivalent outcome.

Release 1. Supersedes and is equivalent to MST40516 Certificate IV in Applied Fashion Design and Merchandising.

Qualification Description

This qualification is intended to cover the skills and knowledge required to work as assistant designers, merchandising assistants and specialist production technicians, such as patternmakers and sewing machinists, who support design and production within the clothing and fashion industry. It includes business and design outcomes which build on technical production skills and knowledge, to provide a basis for career progression to design, construction and merchandising management roles.

This qualification allows for a generalist qualification, or specialisation in the fields of 'Design and Product Development' or 'Business and Merchandising'.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = **25**

- **7 core** units of competency
- **18 elective** units of competency, consisting of:
  - at least 8 units from Group A and/or B and
  - up to 10 units (not previously selected) from Group A, B and/or C
  - up to 5 units from any endorsed Training Package or accredited course where those units are available at Certificate III, Certificate IV or Diploma level. These units must be relevant to the work outcome and not duplicate units available within this qualification.

Packaging for Specialisations

Electives must be packaged to provide a qualification with a specialisation area as follows:

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- At least 5 Group A electives must be selected for award of *Certificate IV in Applied Fashion Design and Merchandising (Design and Product Development), including the 4 units marked with #*
- At least 5 Group B electives must be selected for award of the *Certificate IV in Applied Fashion Design and Merchandising (Business and Merchandising)* including the 4 units marked with #.

Core units

Select all **7 units** of competency from the following list.

Unit code	Unit title
MSMENV272	Participate in environmentally sustainable work practices
MSMWHS200	Work safely
MSS402051	Apply quality standards
MSTFD4006	Interact and network with fashion industry participants
MSTFD4023	Calculate cost estimates for TCF products
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry
MSTGN2014	Operate computing technology in a TCF workplace

Group A – Design and Product Development

Unit code	Unit title	Prerequisite unit
MSTCL4001	Perform sample machining of advanced construction garments	MSTCL3002 Prepare and produce a complex whole garment from specifications MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL4002	Assemble and fit commercially tailored or bespoke garments	
MSTCL4003	Measure, lay up and cut custom-made garments	
MSTFD4001	Apply design studio process	

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Unit code	Unit title	Prerequisite unit
#		
MSTFD4002	Apply principles of colour theory to fashion design development	MSTFD2005 Identify design process for fashion designs MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD4003	Assist in preparation of preliminary design concepts	
MSTFD4007	Conduct quality assurance for patterns and garments	
MSTFD4008	Construct stock size block for garment to meet size and fit specifications	
MSTFD4009	Create and edit digital embroidery designs	MSTCL3008 Set and produce digital embroidery MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD4010 #	Create pattern to meet design specifications applying advanced patternmaking principles	MSTCL3009 Develop patterns from a block using basic patternmaking principles
MSTFD4011	Cut fabrics for prototype designs	
MSTFD4012 #	Develop product specifications for fashion design	MSTFD3004 Draw a trade drawing for fashion design
MSTFD4013	Grade 2-D patterns	
MSTFD4014	Identify influences on contemporary fashion designs and construction techniques	
MSTFD4015 #	Create pattern from block to meet customer specifications	MSTCL3009 Develop patterns from a block using basic patternmaking principles MSTFD4010 Create pattern to meet design specifications applying advanced patternmaking principles
MSTFD4016	Sew design prototypes	

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Unit code	Unit title	Prerequisite unit
MSTFD4018	Use and apply sizing systems appropriate for fashion design	
MSTFD4019	Use colourisation techniques on fabrics	MSTCL3001 Identify fabric performance and handling requirements MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD4020	Use electronic fashion design tools	
MSTFD4021	Drape fabrics to make patterns	

Group B – Business and Merchandising

Unit code	Unit title	Prerequisite unit
BSBINT405 #	Apply knowledge of import and export international conventions, laws and finance	
BSBMKG408	Conduct market research	
BSBMKG413	Promote products and services	
BSBMKG414	Undertake marketing activities	
BSBMKG419 #	Analyse consumer behaviour	
MSTFD4005	Communicate and sell design concepts	
MSTFD4022	Source materials and resources for production of TCF designs	
MSTGN4004 #	Analyse TCF merchandising and marketing principles	
MSTGN4005	Plan and implement production within a work area	
MSTGN4006 #	Apply TCF market supply systems	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTTD4006	Source textile materials and resources	

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Unit code	Unit title	Prerequisite unit
MSTTD4008	Present and promote textile design concepts	

Group C – General Electives

Unit code	Unit title	Prerequisite unit
BSBINT301	Apply knowledge of the international trade environment to complete work	
BSBINT302	Apply knowledge of legislation relevant to international trade to complete work	
CUACMP311	Implement copyright arrangements	
MSTCL2005	Use specialised machinery or processes to assist TCF production	
MSTCL2006	Press work	
MSTCL2007	Lay up, mark and cut uncomplicated fabrics and lays	
MSTCL2010	Modify patterns to create basic styles	
MSTCL2012	Organise and plan own work in a home-based production environment	
MSTCL2019	Sew components, complex tasks	
MSTCL3001	Identify fabric performance and handling requirements	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3002	Prepare and produce a complex whole garment from specifications	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry

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Unit code	Unit title	Prerequisite unit
MSTCL3004	Press whole garments	MSTCL2006 Press work
MSTCL3005	Lay up and cut complicated fabrics and lays	MSTCL2007 Lay up, mark and cut uncomplicated fabrics and lays
MSTCL3006	Assemble bra or swimwear	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3007	Embellish garment by hand or machine	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3008	Set and produce digital embroidery	
MSTCL3009	Develop patterns from a block using basic patternmaking principles	
MSTCL3010	Sew woven and stretch knit garments	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3011	Contribute to garment production process improvements	
MSTCL3012	Make marker for complicated fabrics and lays	MSTCL2007 Lay up, mark and cut uncomplicated fabrics and lays
MSTCL3013	Interpret patterns and apply pattern information	
MSTCL3014	Interact and communicate with garment production personnel	
MSTFD2005	Identify design process for fashion designs	

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Unit code	Unit title	Prerequisite unit
MSTFD2006	Use a sewing machine for fashion design	
MSTFD3004	Draw a trade drawing for fashion design	
MSTGN2001	Use steaming and pressing equipment in TCF production	
MSTGN3002	Organise and plan own work to achieve planned outcomes	
MSTGN3003	Estimate and cost job	
MSTTX3003	Set up, adjust and maintain industrial sewing machines	
PMBWASTE302	Coordinate waste disposal	

Qualification Mapping Information

Release 1. Supersedes and is equivalent to MST40516 Certificate IV in Applied Fashion Design and Merchandising.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST50119 Diploma of Applied Fashion Design and Merchandising

Modification History

This version was released with MST Textiles Clothing and Footwear Training Package Release 2.0.

Packaging rules updated. Title of Group B specialisation amended. Changes to electives. Equivalent outcome

Release 1. Supersedes and is equivalent to MST50116 Diploma of Applied Fashion Design and Merchandising.

Qualification Description

This qualification reflects the role of assistant designers and product developers who work in the textiles, clothing and footwear industry, as well as assistant roles associated with fashion buying and managing fashion production as part of a fashion enterprise. The role involves the application of integrated technical and theoretical knowledge across a broad range of specialist areas, incorporating various stages across the design, production and supply chain continuum, according to workplace requirements.

This qualification allows for a generalist qualification, or specialisation in the fields of 'Design and Product Development' and 'Fashion Business'.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 35

- **9 core** units of competency
- **26 elective** units of competency, consisting of:
  - at least 11 units from Group A and/or B
  - up to 15 units (not previously selected) from Group A, B and/or C
  - up to 10 units from any endorsed Training Package or accredited course – these units must be relevant to the work outcome.

Any combination of elective units that meets the rules above can be selected for the award of *MST50119 Diploma of Applied Fashion Design and Merchandising*. Where appropriate, elective units may be packaged to provide a qualification with a specialisation.

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Packaging for Specialisations

Elective units must be packaged to provide a qualification with a specialisation area as follows:

- At least 8 Group A electives must be selected for award of *MST50119 Diploma of Applied Fashion Design and Merchandising (Design and Product Development), including the 4 units marked with #*
- At least 8 Group B electives must be selected for award of *MST50119 Diploma of Applied Fashion Design and Merchandising (Fashion Business),* including the 4 units marked with #.

Core units

Unit code	Unit title	Prerequisite unit
MSMENV272	Participate in environmentally sustainable work practices	
MSMWHS200	Work safely	
MSS402051	Apply quality standards	
MSTCL3001	Identify fabric performance and handling requirements	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD4006	Interact and network with fashion industry participants	
MSTFD4023	Calculate cost estimates for TCF products	
MSTFD5010	Develop and present design concepts within specific guidelines	
MSTGN2014	Operate computing technology in a TCF workplace	
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry	

Elective units

Group A – Design and Product Development

Unit code	Unit title	Prerequisite unit

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Unit code	Unit title	Prerequisite unit
MSTFD5001	Design bras and swimwear	MSTCL2010 Modify patterns to create basic styles MSTFD4003 Assist in preparation of preliminary design concepts
MSTFD5002	Develop and test patterns for bras and swimwear	MSTCL3009 Develop patterns from a block using basic patternmaking principles MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD5003	Analyse fit model	
MSTFD5005	Manipulate fabrics to create new finishes	MSTCL3001 Identify fabric performance and handling requirements MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD5011 #	Produce fashion illustrations to assist product visualisation	
MSTFD5012	Perform contour draping	MSTFD4021 Drape fabrics to make patterns
MSTFD5014	Construct complex blocks for fashion garments	MSTFD4008 Construct stock size block for garment to meet size and fit specifications
MSTFD5015 #	Develop patterns for complex fashion garments	MSTCL3009 Develop patterns from a block using basic patternmaking principles MSTFD4010 Create pattern to meet design specifications applying advanced patternmaking principles MSTFD4015 Create pattern from block to meet customer specifications
MSTFD5016	Grade complex patterns	MSTFD4013 Grade 2-D patterns
MSTFD5017 #	Apply design studio processes to meet client brief	
MSTFD5018	Determine and specify advanced construction processes	
MSTFD5019	Analyse individual fit and make pattern alterations	MSTCL3009 Develop patterns from a block using basic patternmaking principles MSTFD4010 Create pattern to meet design

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Unit code	Unit title	Prerequisite unit
		specifications applying advanced patternmaking principles
MSTFD5021	Conduct digital patternmaking and grading	
MSTFD5022	Develop digital costing markers	MSTFD5021 Conduct digital patternmaking and grading
MSTFD5026	Conduct fashion design purchasing	
MSTFD5029 #	Assess impact of current fashion industry innovations and practices	

Group B – Fashion Business

Unit code	Unit title	Prerequisite unit
BSBMGT617	Develop and implement a business plan	
BSBMKG507 #	Interpret market trends and developments	
MSTFD4022	Source materials and resources for production of TCF designs	
MSTFD5023	Develop marketing plans for fashion products	
MSTFD5024	Evaluate fashion designs against set criteria	
MSTFD5025	Analyse influences on contemporary fashion designs	MSTFD4014 Identify influences on contemporary fashion designs and construction techniques
MSTFD5026	Conduct fashion design purchasing	
MSTFD5027	Cost production of fashion and textile designs	
MSTFD5028	Develop merchandising plans for	

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Unit code	Unit title	Prerequisite unit
#	fashion products	
MSTFD5029	Assess impact of current fashion industry innovations and practices	
MSTGN4014	Produce and analyse spreadsheets	
MSTGN5001	Participate in production planning processes	
MSTGN5004	Manage installation and commissioning of equipment and systems	
MSTGN5005	Provide global operations support	
MSTGN5007	Prepare procedures and specifications for TCF operations	
MSTGN5008 #	Identify opportunities in the TCF market	MSTGN4004 Analyse TCF merchandising and marketing principles
MSTGN5010	Coordinate quality assurance for TCF products and services	
MSTGN5011 #	Work with international TCF supply chains	

Group C – General Electives

Unit code	Unit title	Prerequisite unit
BSBINT301	Apply knowledge of the international trade environment to complete work	
BSBINT302	Apply knowledge of legislation relevant to international trade to complete work	
BSBINT405	Apply knowledge of import and export international conventions, laws and finance	

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Unit code	Unit title	Prerequisite unit
BSBINT409	Plan for international trade	
BSBMKG408	Conduct market research	
BSBMKG413	Promote products and services	
BSBMKG414	Undertake marketing activities	
BSBMKG415	Research international markets	
BSBMKG419	Analyse consumer behaviour	
BSBMKG510	Plan e-marketing communications	
BSBMKG537	Develop a social media engagement plan	
BSBSMB401	Establish legal and risk management requirements of small business	
BSBSMB402	Plan small business finances	
CUACMP311	Implement copyright arrangements	
FSKNUM21	Apply an expanding range of mathematical calculations for work	
MSMWHS503	Maintain WHS management system	
MSTCL3002	Prepare and produce a complex whole garment from specifications	MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3007	Embellish garment by hand or machine	MSTFD2005 Identify design process for fashion designs MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3008	Set and produce digital embroidery	
MSTCL3009	Develop patterns from a block using basic patternmaking principles	

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Unit code	Unit title	Prerequisite unit
MSTCL3013	Interpret patterns and apply pattern information	
MSTCL4001	Perform sample machining of advanced construction garments	MSTCL3002 Prepare and produce a complex whole garment from specifications MSTFD2006 Use a sewing machine for fashion design MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTCL4002	Assemble and fit commercially tailored or bespoke garments	
MSTFD3004	Draw a trade drawing for fashion design	
MSTFD4001	Apply design studio process	
MSTFD4002	Apply principles of colour theory to fashion design development	MSTFD2005 Identify design process for fashion designs MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD4003	Assist in preparation of preliminary design concepts	
MSTFD4005	Communicate and sell design concepts	
MSTFD4007	Conduct quality assurance for patterns and garments	
MSTFD4008	Construct stock size block for garment to meet size and fit specifications	
MSTFD4009	Create and edit digital embroidery designs	MSTCL3008 Set and produce digital embroidery MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD4010	Create pattern to meet design specifications applying advanced patternmaking principles	MSTCL3009 Develop patterns from a block using basic

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Unit code	Unit title	Prerequisite unit
		patternmaking principles
MSTFD4011	Cut fabrics for prototype designs	
MSTFD4012	Develop product specifications for fashion design	MSTFD3004 Draw a trade drawing for fashion design
MSTFD4013	Grade 2-D patterns	
MSTFD4014	Identify influences on contemporary fashion designs and construction techniques	
MSTFD4015	Create pattern from block to meet customer specifications	MSTCL3009 Develop patterns from a block using basic patternmaking principles MSTFD4010 Create pattern to meet design specifications applying advanced patternmaking principles
MSTFD4016	Sew design prototypes	
MSTFD4018	Use and apply sizing systems appropriate for fashion design	
MSTFD4019	Use colourisation techniques on fabrics	MSTCL3001 Identify fabric performance and handling requirements MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD4020	Use electronic fashion design tools	
MSTFD4021	Drape fabrics to make patterns	
MSTGN4004	Analyse TCF merchandising and marketing principles	
MSTGN4006	Apply TCF market supply systems	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
SIRRMER004	Develop visual merchandising creative concepts	
SIRRMER005	Implement visual merchandising concepts	

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Unit code	Unit title	Prerequisite unit
SIRRMER006	Achieve visual merchandising targets	
SIRRMER008	Plan and style merchandise photo shoots	

Qualification Mapping Information

Release 1. Supersedes and is equivalent to MST50116 Diploma of Applied Fashion Design and Merchandising.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST50219 Diploma of Textile Design and Development

Modification History

This version was released with *MST Textiles Clothing and Footwear Training Package Release 2.0*.

Release 1. Supersedes and equivalent to:

- MST50216 Diploma of Textile Design and Development. 1 Core unit updated. 4 Elective units updated. Equivalent outcome
- LMT50407 Diploma of Textile Technology and Production Management

Qualification Description

This qualification provides skills and knowledge required to undertake specialised technical and design roles within textile enterprises.

It is intended for those involved in the design and production of textiles, such as screen printed, woven, knitted, tapestry and experimental fabrics and textile products.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 35

- **10 core** units of competency
- **25 elective** units of competency, consisting of:
  - at least 8 units from Group A
  - at least 6 units from Group B
  - up to 11 units (not previously selected) from Group A, B and/or C
  - up to 6 units from any endorsed Training Package or accredited course where those units are available at Certificate IV, Diploma or Advanced Diploma level. These units must be relevant to the work outcome and not duplicate units available within this qualification.

Core units

Select **10 units** of competency from the following list.

Unit code	Unit title	Prerequisite unit

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Unit code	Unit title	Prerequisite unit
MSMENV272	Participate in environmentally sustainable work practices	
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry	
MSTGN4010	Implement and monitor WHS and environmental systems in the workplace	
MSTTD4002	Prepare stencils and screens for textile printing	
MSTTD4007	Analyse textile design influences	
MSTTD4009	Assist in the development of textile designs	
MSTTD4012	Analyse use of colour in textiles	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry MSTTD4002 Prepare stencils and screens for textile printing
MSTTD5007	Develop textile designs using computer-based design programs	
MSTTD5008	Develop textile designs and specifications	
MSTTX3001	Identify quality and types of textile fibres, yarns and fabrics	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry

Group A

Unit code	Unit title	Prerequisite unit
MSTFD5027	Cost production of fashion or textile designs	
MSTGN5001	Participate in production planning processes	
MSTGN5004	Manage installation and commissioning of equipment and systems	
MSTGN5006	Plan and organise non-routine testing	MSTTX4003 Perform routine textile testing and analyse results
MSTGN5007	Prepare procedures and specifications for TCF operations	

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Unit code	Unit title	Prerequisite unit
MSTGN5008	Identify opportunities in the TCF market	MSTGN4004 Analyse TCF merchandising and marketing principles
MSTGN5009	Develop and test TCF products or processes	MSTTX4003 Perform routine textile testing and analyse results
MSTGN5010	Coordinate quality assurance for TCF products and services	
MSTGN5011	Work with international TCF supply chains	
MSTTD5001	Design and produce knitted textile products	MSTTD4001 Produce knitted textile samples
MSTTD5002	Design and produce woven tapestry products	MSTTD4004 Produce woven tapestry samples
MSTTD5003	Design and produce woven products	MSTTD4003 Produce woven textile samples
MSTTD5004	Design and produce experimental textiles	
MSTTD5005	Design and produce printed textiles	
MSTTD5006	Exhibit textile designs or products	
MSTTD5009	Produce printed designs on woven and non-woven substrates	
MSTTD5010	Produce computer-aided textile design folios	MSTGN2014 Operate computing technology in a TCF workplace
MSTTX5001	Determine textile finishing processes	MSTTX4001 Interpret and apply textile calculations and specifications MSTTX4002 Understand and apply textile science

Group B

Unit code	Unit title	Prerequisite unit
MSTGN4007	Contribute to the development of products or processes	

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Unit code	Unit title	Prerequisite unit
MSTGN4008	Analyse product and determine machine settings	
MSTTD4008	Present and promote textile design concepts	
MSTTD4010	Apply manipulation techniques to create experimental textile samples	
MSTTD4011	Estimate costs for development of textile designs	
MSTTX4001	Interpret and apply textile calculations and specifications	
MSTTX4002	Understand and apply textile science	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry MSTTX3001 Identify quality and types of textile fibres, yarns and fabrics
MSTTX4003	Perform routine textile testing and analyse results	MSTTX4001 Interpret and apply textile calculations and specifications MSTTX4002 Understand and apply textile science
MSTTX4004	Select dyes and develop dye specification and recipe for production	
MSTTX4005	Undertake textile colouration and finishing	MSTTX4002 Understand and apply textile science

Group C

Unit code	Unit title
CUAACD301	Produce drawings to communicate ideas
MSMENV472	Implement and monitor environmentally sustainable work practices
MSMWHS200	Work safely
MSTFD3001	Market design product to local outlets

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Unit code	Unit title
MSTGN2012	Work safely with chemicals in TCF operations
MSTGN2014	Operate computing technology in a TCF workplace
MSTGN3002	Organise and plan own work to achieve planned outcomes
MSTGN3006	Draw 3-D designs
MSTGN4004	Analyse TCF merchandising and marketing principles
MSTTD4001	Produce knitted textile samples
MSTTD4003	Produce woven textile samples
MSTTD4004	Produce woven tapestry samples
MSTTD4005	Produce screen printed textiles
MSTTD4006	Source textile materials and resources
MSTTX2009	Perform industrial sewing on textile products
MSTTX3008	Select raw materials

Qualification Mapping Information

Release1. Supersedes and equivalent to:

- MST50216 Diploma of Textile Design and Development
- LMT50407 Diploma of Textile Technology and Production Management

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST60119 Advanced Diploma of Applied Fashion Design and Merchandising

Modification History

This version was released with *MST Textiles Clothing and Footwear Training Package Release 2.0*.

Packaging rules updated. Title of Group B specialisation amended. Changes to electives. Equivalent outcome.

Release1. Supersedes and equivalent to MST60116 Advanced Diploma of Applied Fashion Design and Merchandising.

Qualification Description

This qualification is intended for design and product development roles in the textile, clothing and footwear industry, as well as roles associated with fashion buying and managing fashion business as part of an enterprise. Work is undertaken autonomously. The role involves the application of broad skills and knowledge for highly skilled work applied at various stages across the design, production and supply chain continuum, according to workplace requirements.

This qualification allows for a generalist qualification, or specialisation in the fields of 'Design and Product Development' and 'Fashion Business'.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 45

- **11 core** units of competency
- **34 elective** units of competency, consisting of:
  - at least 11 units from Groups A and B
  - up to 23 units (not previously selected) from Group A, B and/or C
  - up to 10 units from any endorsed Training Package or accredited course – these units must be relevant to the work outcome.

Any combination of elective units that meets the rules above can be selected for the award of *MST60119 Advanced Diploma of Applied Fashion Design and Merchandising*. Where appropriate, elective units may be packaged to provide a qualification with a specialisation.

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Packaging for Specialisations

Elective units must be packaged to provide a qualification with a specialisation area as follows:

- At least 8 Group A electives must be selected for award of *MST60119 Advanced Diploma of Applied Fashion Design and Merchandising (Design and Product Development), including the 4 units marked with #*
- At least 8 Group B electives must be selected for award of *MST60119 Advanced Diploma of Applied Fashion Design and Merchandising (Fashion Business),* including the 4 units marked with #.

Core units

Unit code	Unit title	Prerequisite unit
MSMENV272	Participate in environmentally sustainable work practices	
MSMWHS200	Work safely	
MSS402051	Apply quality standards	
MSTCL3001	Identify fabric performance and handling requirements	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD4006	Interact and network with fashion industry participants	
MSTFD4023	Calculate cost estimates for TCF products	
MSTFD5010	Develop and present design concepts within specific guidelines	
MSTFD5029	Assess impact of current fashion industry innovations and practices	
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry	
MSTGN2014	Operate computing technology in a TCF workplace	
MSTGN6001	Develop and implement a sales or marketing strategy for fashion or textile items	

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Elective units

Group A – Design and Product Development

Unit code	Unit title	Prerequisite unit
MSTFD6001	Evaluate commercial viability of designs	MSTFD4023 Calculate cost estimates for TCF products MSTFD5027 Cost production of fashion and textile designs
MSTFD6002 #	Manage product development of fashion designs	
MSTFD6003 #	Manage fashion design process	
MSTFD6004	Manage advanced patternmaking processes	MSTFD4013 Grade 2-D patterns MSTFD5016 Grade complex patterns
MSTFD6005	Drape structured over-garments	MSTFD4021 Drape fabrics to make patterns MSTFD5012 Perform contour draping
MSTFD6006 #	Develop a fashion range	
MSTFD6007	Implement specialised patternmaking technologies	
MSTFD6008 #	Apply studio processes to create and produce designs for commercial production	
MSTGN6007	Manage production processes	
MSTTD6003	Develop a textile product range	

Group B – Fashion Business

Unit code	Unit title	Prerequisite unit
BSBMGT617	Develop and implement a business plan	

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Unit code	Unit title	Prerequisite unit
BSBMKG605	Evaluate international marketing opportunities	
BSBMKG606	Manage international marketing programs	
BSBMKG607	Manage market research	
BSBMKG608 #	Develop organisational marketing objectives	
MSTFD6009	Analyse fashion industry textiles to guide commercial development	
MSTGN4014	Produce and analyse spreadsheets	
MSTGN6002 #	Manage quality system and procedures	
MSTGN6003	Research and evaluate processes and products	
MSTGN6006 #	Map and establish TCF supply chain process	
MSTGN6008 #	Negotiate and manage contracts to produce finished design products	
MSTTD6001	Research commercial development of textiles	
MSTTD6002	Apply electronic systems to textile design and production	MSTTD5007 Develop textile designs using computer-based design programs

Group C – General Electives

Unit code	Unit title	Prerequisite unit
BSBINT405	Apply knowledge of import and export international conventions, laws and finance	
BSBMKG507	Interpret market trends and developments	

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Unit code	Unit title	Prerequisite unit
BSBSMB401	Establish legal and risk management requirements of small business	
BSBSMB402	Plan small business finances	
CUACMP311	Implement copyright arrangements	
FSKNUM21	Apply an expanding range of mathematical calculations for work	
MSTFD4001	Apply design studio process	
MSTFD4002	Apply principles of colour theory to fashion design development	MSTFD2005 Identify design process for fashion designs MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD4003	Assist in preparation of preliminary design concepts	
MSTFD4005	Communicate and sell design concepts	
MSTFD4007	Conduct quality assurance for patterns and garments	
MSTFD4008	Construct stock size block for garment to meet size and fit specifications	
MSTFD4010	Create pattern to meet design specifications applying advanced patternmaking principles	MSTCL3009 Develop patterns from a block using basic patternmaking principles
MSTFD4011	Cut fabrics for prototype designs	
MSTFD4012	Develop product specifications for fashion design	
MSTFD4013	Grade 2-D patterns	

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Unit code	Unit title	Prerequisite unit
MSTFD4014	Identify influences on contemporary fashion designs and construction techniques	
MSTFD4015	Create pattern from block to meet customer specifications	MSTCL3009 Develop patterns from a block using basic patternmaking principles MSTFD4010 Create pattern to meet design specifications applying advanced patternmaking principles
MSTFD4016	Sew design prototypes	
MSTFD4020	Use electronic fashion design tools	
MSTFD4022	Source materials and resources for production of TCF designs	
MSTFD5001	Design bras and swimwear	MSTCL2010 Modify patterns to create basic styles MSTFD4003 Assist in preparation of preliminary design concepts
MSTFD5002	Develop and test patterns for bras and swimwear	MSTCL3009 Develop patterns from a block using basic patternmaking principles MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD5003	Analyse fit model	
MSTFD5005	Manipulate fabrics to create new finishes	MSTCL3001 Identify fabric performance and handling requirements MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTFD5011	Produce fashion illustrations to assist product visualisation	
MSTFD5012	Perform contour draping	MSTFD4021 Drape fabrics to make patterns

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Unit code	Unit title	Prerequisite unit
MSTFD5014	Construct complex blocks for fashion garments	MSTFD4008 Construct stock size block for garment to meet size and fit specifications
MSTFD5015	Develop patterns for complex fashion garments	MSTCL3009 Develop patterns from a block using basic patternmaking principles MSTFD4010 Create pattern to meet design specifications applying advanced patternmaking principles MSTFD4015 Create pattern from block to meet customer specifications
MSTFD5016	Grade complex patterns	MSTFD4013 Grade 2-D patterns
MSTFD5017	Apply design studio processes to meet client brief	
MSTFD5018	Determine and specify advanced construction processes	
MSTFD5019	Analyse individual fit and make pattern alterations	MSTCL3009 Develop patterns from a block using basic patternmaking principles MSTFD4010 Create pattern to meet design specifications applying advanced patternmaking principles
MSTFD5021	Conduct digital patternmaking and grading	
MSTFD5022	Develop digital costing markers	MSTFD5021 Conduct digital patternmaking and grading
MSTFD5023	Develop marketing plans for fashion products	
MSTFD5024	Evaluate fashion designs against set criteria	
MSTFD5025	Analyse influences on contemporary fashion designs	
MSTFD5026	Conduct fashion design purchasing	

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Unit code	Unit title	Prerequisite unit
MSTFD5027	Cost production of fashion and textile designs	
MSTFD5028	Develop merchandising plans for fashion products	
MSTGN4004	Analyse TCF merchandising and marketing principles	
MSTGN4006	Apply TCF market supply systems	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry
MSTGN5001	Participate in production planning processes	
MSTGN5004	Manage installation and commissioning of equipment and systems	
MSTGN5005	Provide global operations support	
MSTGN5007	Prepare procedures and specifications for TCF operations	
MSTGN5008	Identify opportunities in the TCF market	MSTGN4004 Analyse TCF merchandising and marketing principles
MSTGN5010	Coordinate quality assurance for TCF products and services	
MSTGN5011	Work with international TCF supply chains	
MSTTD5007	Develop textile designs using computer-based design programs	
PMBWASTE302	Coordinate waste disposal	
SIRRMER004	Develop visual merchandising creative concepts	
SIRRMER005	Implement visual merchandising concepts	

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Unit code	Unit title	Prerequisite unit
SIRRMER006	Achieve visual merchandising targets	
SIRRMER008	Plan and style merchandise photo shoots	

Qualification Mapping Information

Release1. Supersedes and equivalent to MST60116 Advanced Diploma of Applied Fashion Design and Merchandising.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MST60219 Advanced Diploma of Textile Design and Development

Modification History

This version was released with *MST Textiles Clothing and Footwear Training Package Release 2.0*.

1 Core unit updated. 5 Elective units updated. Equivalent outcome.

Release 1. Supersedes and equivalent to MST60216 Advanced Diploma of Textile Design and Development

Qualification Description

This qualification provides the skills and knowledge required to undertake specialised roles in commercial design and production of textile products, such as screen printed, woven, knitted, tapestry and experimental fabrics.

It includes the application of specialised technical, management and design skills within textile enterprises.

No occupational licensing or certification requirements exist at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 45

- **15 core** units of competency
- **30 elective** units of competency, consisting of:
  - at least 3 units from Group A
  - at least 9 units from Group B
  - at least 6 units from Group C
  - up to 12 units (not previously selected) from Group A, B and/or C
  - up to 7 units from any endorsed Training Package or accredited course where those units are available at Diploma level or Advanced Diploma level. These units must be relevant to the work outcome and not duplicate units available within this qualification.

Core units

Select 15 units of competency from the following list.

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Unit code	Unit title	**Prerequisite unit**
MSMENV272	Participate in environmentally sustainable work practices	
MSTFD6009	Analyse fashion industry textiles to guide commercial development	
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry	
MSTGN4004	Analyse TCF merchandising and marketing principles	
MSTGN4010	Implement and monitor WHS and environmental systems in the workplace	
MSTGN5008	Identify opportunities in the TCF market	MSTGN4004 Analyse TCF merchandising and marketing principles
MSTGN6003	Research and evaluate processes and products	
MSTTD4002	Prepare stencils and screens for textile printing	
MSTTD4007	Analyse textile design influences	
MSTTD4009	Assist in the development of textile designs	
MSTTD4012	Analyse use of colour in textiles	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry MSTTD4002 Prepare stencils and screens for textile printing
MSTTD5007	Develop textile designs using computer-based design programs	
MSTTD5008	Develop textile designs and specifications	
MSTTD6001	Research commercial development of textiles	
MSTTX3001	Identify quality and types of textile	MSTGN2013 Identify fibres, fabrics

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Unit code	Unit title	**Prerequisite unit**
	fibres, yarns and fabrics	and textiles used in the TCF industry

Elective Units

Group A

Unit code	Unit title	Prerequisite unit
MSTGN6001	Develop and implement a sales or marketing strategy for fashion or textile items	
MSTGN6002	Manage quality system and procedures	
MSTGN6007	Manage production processes	
MSTGN6008	Negotiate and manage contracts to produce finished design products	
MSTTD6002	Apply electronic systems to textile design and production	MSTTD5007 Develop textile designs using computer-based design programs
MSTTD6003	Develop a textile product range	
MSTTD6004	Create and produce textile designs for commercial production	

Group B

Unit code	Unit title	Prerequisite unit
MSTFD4005	Communicate and sell design concepts	
MSTFD5027	Cost production of fashion or textile designs	
MSTGN4007	Contribute to the development of products or processes	
MSTGN4008	Analyse product and determine machine settings	

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Unit code	Unit title	Prerequisite unit
MSTTD4001	Produce knitted textile samples	
MSTTD4003	Produce woven textile samples	
MSTTD4004	Produce woven tapestry samples	
MSTTD4005	Produce screen printed textiles	
MSTTD4006	Source textile materials and resources	
MSTTD4008	Present and promote textile design concepts	
MSTTD4010	Apply manipulation techniques to create experimental textile samples	
MSTTD4011	Estimate costs for development of textile designs	
MSTTD5001	Design and produce knitted textile products	MSTTD4001 Produce knitted textile samples
MSTTD5002	Design and produce woven tapestry products	MSTTD4004 Produce woven tapestry samples
MSTTD5003	Design and produce woven products	MSTTD4003 Produce woven textile samples
MSTTD5004	Design and produce experimental textiles	
MSTTD5005	Design and produce printed textiles	
MSTTD5006	Exhibit textile designs or products	
MSTTD5009	Produce printed designs on woven and non-woven substrates	
MSTTD5010	Produce computer-aided textile design folios	MSTGN2014 Operate computing technology in a TCF workplace
MSTTX4001	Interpret and apply textile calculations and specifications	
MSTTX4002	Understand and apply textile science	MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry MSTTX3001 Identify quality and

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Unit code	Unit title	Prerequisite unit
		types of textile fibres, yarns and fabrics
MSTTX4003	Perform routine textile testing and analyse results	MSTTX4001 Interpret and apply textile calculations and specifications MSTTX4002 Understand and apply textile science
MSTTX4004	Select dyes and develop dye specification and recipe for production	
MSTTX4005	Undertake textile colouration and finishing	MSTTX4002 Understand and apply textile science

Group C

Unit code	Unit title	Prerequisite unit
CUAACD301	Produce drawings to communicate ideas	
CUADRA201	Develop drawing skills	
MSMENV472	Implement and monitor environmentally sustainable work practices	
MSTFD3001	Market design product to local outlets	
MSTFD4006	Interact and network with fashion industry participants	
MSTGN2012	Work safely with chemicals in TCF operations	
MSTGN2014	Operate computing technology in a TCF workplace	
MSTGN3002	Organise and plan own work to achieve planned outcomes	
MSTGN3006	Draw 3-D designs	
MSTGN5001	Participate in production planning	

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Unit code	Unit title	Prerequisite unit
	processes	
MSTGN5009	Develop and test TCF products or processes	MSTTX4003 Perform routine textile testing and analyse results
MSTGN5010	Coordinate quality assurance for TCF products and services	
MSTTX2009	Perform industrial sewing on textile products	
MSTTX3008	Select raw materials	

Qualification Mapping Information

Release 1. Supersedes and equivalent to MST60216 Advanced Diploma of Textile Design and Development

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD4022 Source materials and resources for production of TCF designs

Modification History

Release 1. Supersedes and is equivalent to MSTFD4017 Source materials and resources for production of fashion designs.

Unit code changed and title updated. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Application

This unit of competency describes the skills and knowledge required to source materials and resources to produce designs of textiles, clothing and footwear (TCF) items and accessories. It applies to locating and comparing required products and services from local and international suppliers and contractors, applying ethical sourcing requirements.

The unit applies to small to large scale workplaces in the TCF industry, and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Fashion design and technology

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Prepare to source materials	1.1	Determine job requirements from specifications, job sheets and work instructions
	1.2	Identify and research materials and resources required for production

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Elements	Performance Criteria	
	1.3	Use computer and web-based technologies to locate and communicate with local and international TCF industry suppliers and contractors
	1.4	Identify materials and resources available from different suppliers
	1.5	Identify and review ethical sourcing requirements and priorities
	1.6	Compare costs and identify minimum order requirements
	1.7	Identify shipping and customs agents, shipping costs and mechanisms for international purchasing that minimise costs
2. Research purchasing costs	2.1	Identify all costs, including hidden costs, for purchasing materials and resources from selected suppliers and contractors
	2.2	Compare cost options of different suppliers and contractors
	2.3	Analyse costs of purchasing direct from international suppliers, contractors and manufacturers, and compare costs associated with purchasing from local suppliers
	2.4	Communicate effectively with suppliers and overcome potential communication barriers
3. Finalise order and monitor order progress	3.1	Compare supplier and contractor sources against required specifications and select based on their ability to meet requirements
	3.2	Place order and prepare tracking documentation according to workplace specifications
	3.3	Review progress of orders to determine on-time delivery
	3.4	Update tracking documentation to reflect progress of order
	3.5	Update orders to reflect changes in sales demand
	3.6	Liaise with production personnel and communicate arrival dates of materials and resources to ensure production schedules can be met
	3.7	Establish protocols and requirements for handling goods received and prepare documentation

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Writing skills to communicate effectively with local and international suppliers
- Oral communication skills to manage expectations and negotiate with local and international suppliers and with production staff
- Planning and organising skills to plan and prioritise own work tasks to deliver on objectives
- Technology skills to:
  - research suppliers and assess sustainable work practices
  - set up, update and manipulate spreadsheets
  - maintain tracking documentation

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSTFD4017 Source materials and resources for production of fashion designs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4022 Source materials and resources for production of TCF designs

Modification History

Release 1. Supersedes and is equivalent to MSTFD4017 Source materials and resources for production of fashion designs.

Unit code changed and title updated. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- researched at least three potential local and three potential international sources for materials or resources required to produce textiles, clothing and footwear (TCF) designs
- analysed performance characteristics of sources and made judgements on preferred and less suitable purchase options, including whether supplier meets ethical sourcing requirements
- selected three suppliers or contractors based on their ability to meet required specifications
- prepared at least one spreadsheet identifying suitable cost options for comparison, including hidden costs, for purchasing materials and resources from suppliers and contractors
- placed and monitored progress of at least one order for materials or resources.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal, ethical and work health and safety requirements specific to the work task
- specifications and quality standards for garments and products
- ethical sourcing and sustainable work practices in TCF industry
- sources of suppliers for TCF materials and resources
- characteristics of fabrics and materials
- cost options for purchasing materials and resources from suppliers and contractors
- criteria for making cost comparisons
- workplace practices and procedures for purchasing and receiving goods
- hidden costs, including social, human, animal, environmental and whole-of-life costs
- workplace international purchasing procedures
- communication and negotiation strategies to work effectively with suppliers
- barriers to effective communication with suppliers.

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including computer-based purchasing software
- modelling of industry operating conditions, including access to suppliers and production personnel.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD4023 Calculate cost estimates for TCF products

Modification History

Release 1. Supersedes and is equivalent to MSTFD4004 Calculate cost estimates for fashion products.

Unit code changed and title updated. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Application

This unit of competency describes the skills and knowledge required to calculate cost estimates for products developed for the textiles, clothing and footwear (TCF) industry, including sample production and bulk production runs.

The unit applies to small to large scale workplaces in the TCF industry, and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Unit Sector

Fashion design and technology

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Prepare to calculate cost estimates	1.1	Determine job requirements from specifications, job sheets and work instructions
	1.2	Identify factors and market forces to consider when costing TCF products
	1.3	Identify hidden costs in sample production
	1.4	Identify and compare different methods of labour use in the TCF industry

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Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
	1.5	Identify differences in costs for sample and bulk production items
2. Calculate costs involved in producing TCF products	2.1	Compare fabric and trim of similar garments from different price points within TCF industry, and identify production differences
	2.2	Estimate costs of selected fabric and trims for sample items and bulk production
	2.3	Review quality standards and desired garment finish to determine labour source
	2.4	Calculate labour costs to produce sample garment and for bulk production
	2.5	Review and adjust chosen fabric, trims and labour, and calculate revised costs
3. Develop costing sheets to industry standards	3.1	Identify components of costing sheets that meet TCF industry standards
	3.2	Complete costing sheets for sample products, incorporating materials, labour and hidden costs
	3.3	Develop quotations for bulk production of TCF items

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency but not explicit in the performance criteria of this unit of competency.

- Reading skills to interpret quality standards and TCF industry standards

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

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Unit Mapping Information

Release 1. Supersedes and is equivalent to MSTFD4004 Calculate cost estimates for fashion products.

Links

Companion Volume implementation guides are found in VETNet. - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4023 Calculate cost estimates for TCF products

Modification History

Release 1. Supersedes and is equivalent to MSTFD4004 Calculate cost estimates for fashion products.

Unit code changed and title updated. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- estimated costs of two different sample products completed to textiles, clothing and footwear (TCF) industry standards, including:
  - selected fabric and trims
  - labour costs
  - completed costing sheets
- developed a quotation for a TCF product with details of all relevant costings, including hidden costs, of required components for bulk production.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work instructions, standard operating procedures (SOPs) and safe work practices relating to work role
- quality standards for TCF item production
- industry standards for costing specifications
- factors and market forces to consider when costing TCF products
- hidden costs related to product development
- range of typical garment fabrics, including weight and other characteristics
- different methods of labour use in TCF industry
- components of a costing sheet.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

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- use of suitable facilities, equipment and resources, including computing equipment and costing software.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet. - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD5023 Develop marketing plans for fashion products

Modification History

Release 1. Supersedes and is equivalent to MSTFD5004 Develop marketing plans for fashion products.

Unit code changed. Range of conditions removed. Foundation skills information added. Element removed. Assessment requirements amended. Equivalent outcome.

Application

This unit of competency describes the skills and knowledge required to plan marketing and promotional activities to support the sales of fashion products. Proposed activities must be appropriate to the price point of the fashion design and the overall objectives of the stakeholder.

The unit applies to local and international individual and team activities typical in the promotion and sale of fashion products in small to large scale workplaces in the textiles, clothing and footwear industry. Development of marketing plans may be central to the work role or completed as part of the overall sale of design concepts to stakeholders.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Fashion design and technology

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Prepare to develop marketing plan	1.1	Determine job requirements from specifications, job sheets and work instructions
	1.2	Identify key features and benefits of selected fashion design
	1.3	Research target market and identify fashion design needs and

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Elements Elements describe the essential outcomes.	Performance Criteria Performance criteria describe the performance needed to demonstrate achievement of the element.	
		expectations
	1.4	Identify price point and marketing budget
	1.5	Identify other relevant details that affect marketing activities
	1.6	Establish marketing objectives with required stakeholders
2. Research and determine marketing options	2.1	Determine suitable media to reach target market and select appropriate strategies
	2.2	Explore marketing event options and promotional activities that meet legal, ethical and work health and safety (WHS) requirements, and assess their potential effectiveness in marketing selected fashion design
	2.3	Explore timing of marketing activities and determine costings for marketing options
3. Develop and finalise marketing plan	3.1	Identify fashion product marketing cycle and develop marketing plan that details marketing activities
	3.2	Adjust marketing plan to ensure it meets marketing objectives, timing, budget requirements, and legal, ethical and WHS requirements
	3.3	Present marketing plan to required stakeholders
	3.4	Update marketing plan to incorporate feedback from stakeholders
	3.5	Document marketing plan according to industry practices

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Oral communication skills to present marketing plans to a range of audiences with confidence and enthusiasm

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- Planning and organising skills to tailor marketing messages to different audiences

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSTFD5004 Develop marketing plans for fashion products.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5023 Develop marketing plans for fashion products

Modification History

Release 1. Supersedes and is equivalent to MSTFD5004 Develop marketing plans for fashion products.

Unit code changed. Range of conditions removed. Foundation skills information added. Element removed. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed and documented a marketing plan for at least one fashion product that is appropriate to the price point, design and overall objectives of the stakeholder
- presented a marketing plan for at least one fashion product.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal, ethical and work health and safety requirements specific to the work task
- regulatory and industry standards for textiles, clothing and footwear products
- marketing practices, including typical marketing events and promotional activities used in the fashion industry
- concepts of marketing cycle and product life cycle in the fashion industry
- marketing tools and media for the fashion industry, and techniques for their use
- Social media for marketing activities relevant to market.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including computing equipment and software packages.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

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MSTFD5024 Evaluate fashion designs against set criteria

Modification History

Release 1. Supersedes and is equivalent to MSTFD5006 Evaluate fashion designs against set criteria.

Unit code changed. Range of conditions removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Application

This unit of competency describes the skills and knowledge required to evaluate fashion designs against set criteria, which may include the design brief, a brand, or a stakeholder requirement, to determine if the design and techniques applied meet specifications and stakeholder needs.

The unit applies to small to large scale workplaces in the textiles, clothing and footwear industry, and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Fashion design and technology

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Prepare to evaluate fashion designs	1.1	Source and interpret job requirements from specifications and design brief
	1.2	Identify purpose of design and characteristics of target market
	1.3	Research current industry design trends in target market
	1.4	Research workplace and industry standards for

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Elements Elements describe the essential outcomes.	Performance Criteria Performance criteria describe the performance needed to demonstrate achievement of the element.	
		communicating and presenting fashion design concepts according to legal and work health and safety requirements
	1.5	Identify quality criteria and evaluation criteria that apply to design processes
2. Apply evaluation criteria to fashion designs	2.1	Critically evaluate design and its individual features against original specifications, design brief and design concept
	2.2	Evaluate how well design principles have been applied to design
	2.3	Assess design against identified quality criteria and evaluation criteria
	2.4	Identify required possible adjustments to design to better meet design brief
3. Suggest design improvements	3.1	Identify potential design improvements and test their viability
	3.2	Use industry-appropriate communication and presentation skills to communicate suggested improvements
	3.3	Comply with intellectual property (IP), copyright, and ethical requirements when incorporating ideas sourced elsewhere

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Reading skills to interpret standards, IP and copyright requirements
- Oral communication skills to:
  - influence others
  - raise difficult issues for productive discussion

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

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Unit Mapping Information

Release 1. Supersedes and is equivalent to MSTFD5006 Evaluate fashion designs against set criteria.

Links

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Assessment Requirements for MSTFD5024 Evaluate fashion designs against set criteria

Modification History

Release 1. Supersedes and is equivalent to MSTFD5006 Evaluate fashion designs against set criteria.

Unit code changed. Range of conditions removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- critically evaluated at least two different fashion designs against set criteria
- identified potential improvements for above designs, and tested them for viability
- presented evaluation of one fashion design to at least one stakeholder.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal, ethical and work health and safety requirements specific to the work task
- regulatory and industry standards for textiles, clothing and footwear (TCF) products, relevant to the work task
- quality standards that apply to design processes
- history and theory of design in relation to fashion design, relevant to job role
- principles of design applied to TCF items
- current fashion industry design trends, relevant to job role
- accepted methods and associated techniques for communicating ideas and concepts in the fashion industry
- design software programs relevant to job role
- typical components of stakeholder brief
- copyright and intellectual property (IP) requirements relevant to design of TCF items
- techniques relating to technical design:
  - sketching and drawing techniques
  - use of different media
  - use of line, form and colour
  - using information technology and software programs.
  -

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- modelling of industry operating conditions, including access to stakeholders requiring evaluation of fashion designs.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD5025 Analyse influences on contemporary fashion designs

Modification History

Release 1. Supersedes and is equivalent to MSTFD5007 Analyse influences on contemporary fashion designs.

Unit code changed. Prerequisite removed. Range of conditions removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Application

This unit of competency describes the skills and knowledge required to research and analyse significant influences that determine current individual preferences and future fashion trends. It involves analysing fashion theories on adoption and dissemination of new trends, as well as investigating fashion trends.

The unit applies to those in the textiles, clothing and footwear industry developing designs that meet specific design briefs and current market demands. Work may be conducted in small to large scale workplaces and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Fashion design and technology

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Identify influences on contemporary fashion	1.1	Investigate significant influences on contemporary fashion
	1.2	Identify what role these influences play in contemporary fashion preferences
2. Use fashion reference sources	2.1	Identify ways that current theories of fashion are adopted and disseminated

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Elements Elements describe the essential outcomes.	Performance Criteria Performance criteria describe the performance needed to demonstrate achievement of the element.	
	2.2	Identify the role of contemporary media and its function in the process of the fashion being adopted and disseminated
	2.3	Research a current fashion trend and analyse the role of a specified media type on its adoption and dissemination
3. Investigate fashion forecasting	3.1	Identify purposes of fashion forecasting
	3.2	Identify and compare different sources of information used when predicting future fashion directions
	3.3	Predict future trends and provide illustrations with evidence to support predictions
	3.4	Present research and ideas for future fashion trends using communication tools and presentation skills appropriate to fashion industry

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Self-management skills to seek the ideas of others and integrate own ideas and visions into analysis
- Technology skills to identify and research fashion market trends

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSTFD5007 Analyse influences on contemporary fashion designs.

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Links

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Assessment Requirements for MSTFD5025 Analyse influences on contemporary fashion designs

Modification History

Release 1. Supersedes and is equivalent to MSTFD5007 Analyse influences on contemporary fashion designs.

Unit code changed. Prerequisite removed. Range of conditions removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- analysed influences on contemporary fashion design using at least three different sources of information
- identified at least one future possible trend and presented evidence with illustrations to support the prediction, using industry-relevant communication and presentation skills.
-

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- regulatory and industry standards for textiles, clothing and footwear products
- theories of fashion adoption and dissemination
- role of media in adopting and disseminating fashion designs
- fashion features of selected products
- reference sources to identify fashion trends
- influences on contemporary fashion
- contemporary and historic fashion trends
- communication tools to convey fashion industry trends
- presentation methods to convey ideas about influences on fashion.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including computing equipment and software packages.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD5026 Conduct fashion design purchasing

Modification History

Release 1. Supersedes and is equivalent to MSTFD5008 Conduct fashion design purchasing.

Unit code changed. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome

Application

This unit of competency describes the skills and knowledge required to research local and international fashion themes and styles, and purchase fashion products for use in the development of fashion designs. It involves identifying sources for purchasing products to help develop designs and fashion directions.

The unit applies to purchases that can inspire new designs or assist in demonstrating ideas to meet a stakeholder design brief or the design needs of a product range or label. Work may be conducted in small to large scale workplaces in the textiles, clothing and footwear industry, and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Fashion design and technology

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Prepare for fashion design purchasing	1.1	Research national and international styles, themes and trends to identify development opportunities to help develop design and fashion directions
	1.2	Clarify purchasing objectives, establish criteria for selecting design purchases, and confirm purchasing budget

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Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
	1.3	Identify fashion design outlets and supplier and purchasing locations relevant to purchasing objectives
	1.4	Determine suitable purchasing strategy, and identify potential communication barriers with selected location
	1.5	Investigate and prepare to deal with currency, language and purchasing practices of selected location, and according to work health and safety requirements
2. Purchase fashion products	2.1	Investigate fashion design products to be selected according to design needs of product range and label
	2.2	Ensure fashion design products to be selected are produced ethically using sustainable work practices
	2.3	Test themes, styles and trends of fashion design products to be selected during purchasing
	2.4	Negotiate terms of purchase according to workplace procedures, industry standards, and legal and ethical requirements
	2.5	Assess production and supply opportunities and make purchases that meet purchasing objectives and comply with workplace purchasing procedures
	2.6	Identify and respond to additional design opportunities outside of set objectives
3. Present design purchases to stakeholder	3.1	Prepare purchases for presentation to stakeholder and required workplace personnel
	3.2	Develop and use appropriate communication tools to convey themes and design concepts relating to purchased products
	3.3	Use persuasive language and effective communication skills to encourage adoption of ideas and concepts for further development
	3.4	Document findings and outcomes of purchasing

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Oral communication skills to build effective relationships with suppliers
- Numeracy skills to convert currency and exchange rates
- Self-management skills to maintain consistent focus on achieving results
- Initiative and enterprise skills to:
  - test and try new ideas
  - identify opportunities for new product designs and business growth

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSTFD5008 Conduct fashion design purchasing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5026 Conduct fashion design purchasing

Modification History

Release 1. Supersedes and is equivalent to MSTFD5008 Conduct fashion design purchasing.

Unit code changed. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, and performance criteria of this unit, and:

- determined local and international style and theme trends and identified development opportunities, purchasing objectives and criteria for selecting design purchases
- identified at least five potential local or international fashion design outlets and suppliers at suitable purchasing locations
- purchased at least three different items or supplies
- presented at least 3 purchased items or supplies to stakeholder.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal, ethical and work health and safety requirements specific to the work task
- regulatory and industry standards for textiles, clothing and footwear (TCF) products
- ethical sourcing of TCF supplies
- principles and concepts of TCF design
- characteristics of target market
- workplace purchasing procedures and criteria
- characteristics of fabrics and materials
- research tools typically used for locating fashion outlets
- emerging fashion styles and themes relating to performance evidence
- fashion business development opportunities
- design needs of product range or label
- purchasing strategies relevant to product or workplace
- international business transaction procedures
- documentation and record keeping requirements for purchasing.

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- modelling of industry operating conditions, including access to:
  - suppliers
  - stakeholders.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD5027 Cost production of fashion and textile designs

Modification History

Release 1. Supersedes and is equivalent to:

- MSTFD5009 Cost production of fashion or textile designs.
- LMTTD5009A Cost production of textile designs

Unit code changed and minor change to title. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Application

This unit of competency describes the skills and knowledge required to analyse and calculate production costs of fashion and textile designs to determine the most cost-effective production mechanism.

The unit applies to costing domestic and offshore production options. Work may be conducted in small to large scale workplaces in the textiles, clothing and footwear industry, and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Fashion design and technology

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Prepare to cost fashion or textile design production	1.1	Analyse production requirements to determine necessary scale of production
	1.2	Identify features of different production options in line with target market and product specifications

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Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
	1.3	Identify and analyse costs associated with each production option
	1.4	Compare cost benefits and cost negatives of each production option according to legal and ethical requirements
	1.5	Review previous production records and consult required personnel to determine cost efficiency of production options
2. Assess influences on production costs	2.1	Determine factors that affect cost of production
	2.2	Identify quality and industry standards for design and production, and assess their implications
	2.3	Analyse production options according to workplace procedures
	2.4	Identify and assess variables that impact on production costs
	2.5	Identify and compare differences between short-run or design production and large scale volume production
	2.6	Review production options in line with additional information and refine most suitable options according to work health and safety requirements
3. Develop and analyse costing sheets for production	3.1	Develop costing sheets for selected production options
	3.2	Check calculations and collate data
	3.3	Analyse data from costing sheets to assess most cost-efficient option for production, according to design, quality and ethical requirements
	3.4	Document cost analysis and present to required personnel to review suitability of options
	3.5	Assess options for adjusting variables to modify production costs
	3.6	Finalise cost analysis and complete required documentation

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Communication skills to use accounting terminology to relay information about costs of production
- Numeracy skills to use accounting formulas and analyse cost trends

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to:

- MSTFD5009 Cost production of fashion or textile designs.
- LMTTD5009A Cost production of textile designs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5027 Cost production of fashion and textile designs

Modification History

Release 1. Supersedes and is equivalent to:

- MSTFD5009 Cost production of fashion or textile designs.
- LMTTD5009A Cost production of textile designs

Unit code changed and minor change to title. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- costed the production of two different fashion items or textile designs, and for each: determined the most cost-efficient option that meets design, quality and ethical requirements
- presented above options to required personnel.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal, ethical and work health and safety requirements specific to the work task
- structure and format of costing sheets
- terminology used for basic accounting required for performance evidence
- quality standards for fashion production
- sequence of operations for fashion production
- industry standards for costing specifications
- design terminology for fashion
- methods for calculating:
  - profit and loss
  - gross return
  - profit margins
  - earnings before interest and tax
  - return on investment
  - break-even point
- options and scale of production for fashion items
- factors that affect cost of production
- costing variables

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- costing benefits and negatives relating to cost of production
- characteristics of identified target market
- methods used to present costing detail.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including computing equipment and software packages.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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MSTFD5028 Develop merchandising plans for fashion products

Modification History

Release 1. Supersedes and is equivalent to MSTFD5013 Develop merchandising plans for fashion products.

Unit code changed. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Application

This unit of competency describes the skills and knowledge required to develop merchandising plans for buying fashion products and fashion ranges for a store.

The unit applies to merchandising of high-volume and low-volume fashion products and accessories to the appropriate market sectors. Developing merchandising plans may be central to the work role or completed as part of the overall sale of design concepts to stakeholders. Work may be conducted in small to large scale workplaces in the textiles, clothing and footwear industry, and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Fashion design and technology

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Prepare to develop merchandising plan	1.1	Analyse merchandising opportunities
	1.2	Establish merchandising objectives according to workplace requirements
	1.3	Analyse stock levels and sales data to determine product life cycle

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Elements Elements describe the essential outcomes.	Performance Criteria Performance criteria describe the performance needed to demonstrate achievement of the element.	
	1.4	Determine budget for merchandising
2. Develop merchandising plan	2.1	Determine required products and ranges to be purchased
	2.2	Determine quantities, sizes, colours and designs of products to be purchased
	2.3	Develop a merchandising plan that details workplace requirements
3. Assess, document and store merchandising plan	3.1	Assess effectiveness of merchandising plan in meeting marketing objectives and timing requirements
	3.2	Present merchandising plan to stakeholder and integrate stakeholder response into proposals
	3.3	Document merchandising plan according to industry practices, including any legal, ethical and work health and safety requirements
	3.4	Document reports on merchandising opportunities and strategies, and present to relevant audience

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Oral communication skills to invite opinions and present merchandising plans
- Numeracy skills to analyse trends in sales data
- Initiative and enterprise skills to seek out new insights, perspectives and opportunities for business growth

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

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Unit Mapping Information

Release 1. Supersedes and is equivalent to MSTFD5013 Develop merchandising plans for fashion products.

Links

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Assessment Requirements for MSTFD5028 Develop merchandising plans for fashion products

Modification History

Release 1. Supersedes and is equivalent to MSTFD5013 Develop merchandising plans for fashion products.

Unit code changed. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed a merchandising plan for at least one fashion product or range, based on analysis of sales data
- presented the developed merchandising plan to a manager or stakeholder.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal, ethical and work health and safety requirements specific to the work task
- regulatory requirements, codes of practice and industry standards for textile, clothing and footwear products
- data analysis methods
- workplace stock management practices
- workplace management systems
- characteristics and purpose of merchandising plans
- characteristics and purchasing styles of target market
- international regulations, pricing structures, import and export factors, production times, quality assurance factors and production arrangements
- goods and services tax (GST) requirements
- industry practices for documenting merchandising plans.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- modelling of industry operating conditions, including access to managers and stakeholders requiring merchandising plans.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

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MSTFD5029 Assess impact of current fashion industry innovations and practices

Modification History

Release 1. Supersedes and is equivalent to MSTFD5020 Assess impact of current fashion industry innovations and practices.

Unit code changed. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Application

This unit of competency describes the skills and knowledge required to conduct research to determine current industry innovations and practices and assess their impact on own practice.

The unit applies to small to large-scale workplaces in the textiles, clothing and footwear industry, and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Fashion design and technology

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Review industry trends and assess impacts on own practice	1.1	Use research methods to identify key industry organisations and information resources
	1.2	Examine impact, and determine implications of, globalisation on the fashion industry
	1.3	Examine key trends affecting production and work flows in the fashion industry

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Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
	1.4	Examine key trends affecting supply in the fashion industry and the implications for own work practice
2. Analyse supply chain for fashion product or service	2.1	Identify key components of supply chain for product or service
	2.2	Identify value added in supply chain against workplace specifications for sustainable outcomes
	2.3	Identify risks in supply chain against workplace specifications for sustainable outcomes
	2.4	Determine implications of extended supply chains on fashion sourcing, production and distribution and on own work
3. Determine impact of digital processes on production	3.1	Identify digital processes used in design and production of fashion items
	3.2	Identify specialised industry software programs and their use in fashion industry practice
	3.3	Identify other commonly used software programs and their use in fashion industry practice
	3.4	Determine implications of digital production processes for own work
4. Determine impact of digital processes on supply	4.1	Identify digital processes engaged in supply and distribution of fashion items
	4.2	Determine implications of digital supply processes for own work
5. Determine impact of ethical and sustainable work practices	5.1	Examine drivers of ethical and sustainable work practices for the fashion industry
	5.2	Determine risks and impacts of unethical and unsustainable practices in the fashion industry
	5.3	Identify implications for fashion business and own work

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSTFD5020 Assess impact of current fashion industry innovations and practices.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5029 Assess impact of current fashion industry innovations and practices

Modification History

Release 1. Supersedes and is equivalent to MSTFD5020 Assess impact of current fashion industry innovations and practices.

Unit code changed. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- identified the impact of globalisation on the fashion industry and at least two examples that impact on own work practice
- determined key trends affecting supply and production of textile, clothing and footwear (TCF) items and work flows
- analysed fashion industry supply chains, identifying risks and value added
- determined impacts of industry trends on work practice and identified at least two examples that impact on own work
- identified at least two digital design and production tools and software programs used in the fashion industry and determined impact on own work practice
- identified at least two digital supply and distribution tools and software programs used in the fashion industry and determined impact on own work practice
- determined the effects of unethical work on fashion business and own work.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- ethical practices and requirements specific to the work task, including ethical sourcing requirements in the fashion industry
- regulatory and industry standards for TCF products
- information resources to locate fashion industry innovations and practices
- digital pattern making and grading processes
- trends and impacts on fashion industry practices
- impact of globalisation on the fashion industry
- key components of supply chain for TCF products or services
- concepts of value in fashion industry supply chains
- common risks in fashion industry supply chain
- effect of extended supply chains on fashion sourcing, production and distribution
- digital processes used in supply and distribution

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- specialised and commonly used industry software programs in fashion design and production
- sustainable work practices in the fashion industry
- sustainability drivers in the fashion industry
- supply and sustainability risks for the fashion industry.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - computing equipment and fashion industry software packages
  - digital processing tools.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry

Modification History

Release 1. Supersedes and is equivalent to MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry.

Unit code changed. Range of conditions removed. Element removed. Repeated performance criteria removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Application

This unit of competency describes the skills and knowledge required to identify fibres, yarns, fabrics and textile materials and how they are used in the construction of garments and accessories and in textile production processes.

The unit applies to a range of natural and synthetic materials, which may be used for knitted, woven, spun, tufted and non-woven products. While the unit relates to a comprehensive range of textile, clothing and footwear (TCF) materials, it may be contextualised to a sector or workplace. The unit applies to work conducted in all clothing design, production and merchandising, and textile production and finishing processes using fibres, yarns, fabrics and textiles. It may be conducted in small to large scale workplaces materials in all sectors of the TCF industr and may involve individual and team related activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Generic

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Distinguish types of	1.1	Distinguish types of fibres and yarns, fabrics and textile

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Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
TCF materials and production processes		materials used in manufacture of clothing and textile products
	1.2	Identify methods of distinguishing and identifying fibres, yarns and textile materials
	1.3	Identify common and emerging fabrics used in garment industry
	1.4	Identify processes used on raw fibres, basic processed yarns, and finished yarns to create textiles
2. Identify characteristics of fabrics	2.1	Identify fibres used in the construction of different fabrics
	2.2	Identify construction processes of different fabrics
	2.3	Examine a range of fabric types and identify their physical and visual qualities
	2.4	Identify generic and trade names for common fabrics and textile materials
3. Distinguish methods of constructing fabric and textile material	3.1	Identify purposes of different stages in textile product construction process
	3.2	Distinguish basic processes of spinning fibres into yarns and processing yarns into knitted, woven and non-woven textile material
	3.3	Identify textile product construction processes
	3.4	Identify uses of different types of fibres and yarns and their effects on finished products
4. Identify uses of fabrics and textiles	4.1	Identify common uses of a range of fabrics and labelling requirements
	4.2	Identify textile products and their end uses and labelling requirements
	4.3	Identify and measure fabric and textile material quality for identified purpose
	4.4	Identify impact of quality on production processes

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Reading skills to interpret:
  - work instructions, standard operating procedures (SOPs), and specifications
  - regulatory and industry standards
- Numeracy skills to calculate measurements of fabric and textile products

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry

Modification History

Release 1. Supersedes and is equivalent to MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry.

Unit code changed. Range of conditions removed. Element removed. Repeated performance criteria removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- identified the labelling requirements of at least five textile materials, according to relevant standards
- identified the types of fibres and the construction process used in five different samples of fabric
- identified physical and visual properties of at least five common fabrics or textiles, including emerging materials, relevant to sector or workplace
- distinguished methods of constructing fabric and textile material
- identified suitable application and end uses of at least five fibres, yarns, fabrics and textile materials, relevant to sector or workplace
- compared fibres, yarns, fabrics and textile materials (minimum one of each) to specifications and quality requirements in an identified sector or workplace.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- key components of AS/NZS 1957:1998 Textiles - Care labelling, with variations and additions made by Consumer Protection Notice No. 25 of 2010 relevant to identifying fibres, fabrics and textiles used in textiles, clothing and footwear (TCF) industry
- techniques for identifying fibre, yarn, fabric and textiles, including:
  - natural fibres: cotton, wool, silk and linen
  - synthetic fibres: polyamide, polyester, acrylic, lycra, rayon and acetate
- types of fabrics and textiles and their construction methods:
  - natural and synthetic single yarn fabrics and blends
  - knitted fabrics: weft knits and warp knits
  - woven fabrics: plain, twill, satin, dobby, jacquard and pile
  - non-woven fabrics: felts, nets, braids, bonded and composite
  - emerging smart fabrics

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- features and characteristics of fibres, yarns, fabrics and textile materials:
  - bias
  - stretch
  - fraying
  - feel
  - handle
  - shrinkage
- construction processes for the following fibres, yarns and textiles:
  - spun
  - ply
  - combo
  - blended
  - crimped
  - monofilament
  - multifilament
  - staple spun
  - technical textiles
- methods of identifying fibres:
  - labelling
  - visual
  - handle
  - acetone
  - burn test
- fabric construction processes:
  - knitting
  - weaving
  - blending
  - fusing
  - bonding
  - finishing
- visual features of products:
  - colours
  - textures
  - patterns
  - right side and wrong side
- fabric and textile qualities:
  - firmness
  - softness
  - handle
  - weight

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  - grain
  - gauge
  - drape
  - porosity
  - count
  - light penetration
- generic and trade names for common fabrics and textile materials
- fabric and textile uses.
-

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including different fibres, fabrics and textiles required in performance evidence.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN2014 Operate computing technology in a TCF workplace

Modification History

Release 1. Supersedes and is equivalent to MSTGN2009 Operate computing technology in a TCF workplace.

Unit code changed. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Application

This unit of competency describes the skills and knowledge required to use computing technology in a textiles, clothing and footwear (TCF) workplace. It involves identifying the types and sources of information required, and using computing technology to access, enter, manipulate and store that information. The equipment may include computers and other equipment based on computing technology and must be related to work role.

The unit applies to small to large scale workplaces in all sectors of the TCF industry and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Generic

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Prepare to operate computing technology	1.1	Determine job requirements from specifications, job sheets and work instructions
	1.2	Identify computing technology relevant to work role and its impact on work role and workplace outcomes

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Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
	1.3	Identify computing technology that is suitable for performing work tasks
	1.4	Identify information and data that need to be accessed, enter and stored, and source of that information and data
	1.5	Identify key features of technology, and ergonomic conditions and procedures for start-up and shutdown
	1.6	Identify relevant software application menus, functions and commands to locate, input and store information and data
	1.7	Identify skills required for software application and source training or support if required
2. Access information and data	2.1	Navigate relevant software application menus, functions and commands to locate information and data
	2.2	Retrieve information and data according to workplace procedures
	2.3	Manipulate information and data to produce reports, using required numerical operations
	2.4	Check to confirm that information and data meet work requirements
3. Input and store information and data	3.1	Use required software menus, functions and commands to enter and manipulate information and data
	3.2	Enter, remove and change information and data
	3.3	Save information and data, and store in file structure according to workplace requirements
	3.4	Follow procedures for shutting down, logging off and exiting computing technology

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Reading skills to:
  - interpret work instructions, standard operating procedures (SOPs) and safe work practices
  - navigate computer software applications

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSTGN2009 Operate computing technology in a TCF workplace.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN2014 Operate computing technology in a TCF workplace

Modification History

Release 1. Supersedes and is equivalent to MSTGN2009 Operate computing technology in a TCF workplace.

Unit code changed. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria of this unit, and:

- accessed, operated and effectively used computer technology in a textiles, clothing and footwear (TCF) workplace
- navigated at least two software applications relevant to own work role
- entered, retrieved and manipulated at least two sets of information and data
- digitally produced at least two different reports that use more than one feature of the software in each report.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- safe and ergonomic work practices and procedures for use with computer technology, and use of personal protective equipment (PPE)
- functions and capabilities of computing technology used in work role
- impact of technology use on work role
- functions of software applications used in work role:
  - word processing
  - spreadsheets
  - databases
  - email programs
  - internet browsers
  - publication
  - design
- quality standards and practices that apply to technology use in TCF industry
- file structure and storage requirements
- types and sources of data used in TCF industry
- manuals and instructional material for computer technology
- impact of technology on own work operations.

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including computing equipment and software packages.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN4014 Produce and analyse spreadsheets

Modification History

Release 1. New unit

Application

This unit of competency describes the skills and knowledge required to design and set up spreadsheets to analyse production and financial performance.

The unit applies to individuals employed in a range of production settings, who design and work with spreadsheets. Work may be conducted in all sectors of the textiles clothing and footwear industry and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Generic

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Select and prepare resources	1.1	Determine job requirements from specifications, job sheets and work instructions
	1.2	Identify spreadsheet task requirements in relation to data entry, storage, output and presentation
2. Create spreadsheet	2.1	Ensure data is entered, checked and amended to maintain consistency of design and layout
	2.2	Format spreadsheet using software functions to adjust page and cell layout to meet information requirements
	2.3	Ensure formulas are tested and used to confirm output that

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Elements Elements describe the essential outcomes.	Performance Criteria Performance criteria describe the performance needed to demonstrate achievement of the element.	
		meets task requirements
	2.4	Use manuals, user documentation and online help to support best practice in spreadsheet design and production
3. Produce charts	3.1	Select chart type and design that enable valid representation of numerical data to show cost, performance and activity
	3.2	Create charts using required data range in spreadsheet
	3.3	Modify chart type and layout using formatting features
4. Analyse data	4.1	Consolidate data with standard reporting format to report cost, performance and activity
	4.2	Analyse trends in data to identify inventory and cost outcomes
	4.3	Review and update spreadsheet components to match projected outcomes
	4.4	Report outcome of analysis to management

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Numeracy skills to:
  - use mathematical processes, including addition, subtraction, multiplication, division, percentages, ratios and proportions and volumes
  - calculate with whole numbers, fractions, decimals and percentages
  - estimate and calculate projected outcomes, including margins and profits

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. New unit

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Assessment Requirements for MSTGN4014 Produce and analyse spreadsheets

Modification History

Release 1. New unit

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria of this unit, and:

- produced two different spreadsheets and analysed data to describe:
- production cost, performance and activity
- mark-up, margins and profits.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- purpose of comparing cost with budget
- type of data the business uses to record performance
- key features of time series data presented in tables and graphs
- trends illustrated in tables and graphs
- methods used to calculate and analyse production and financial performance.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including computing equipment and software to produce spreadsheets.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN5010 Coordinate quality assurance for TCF products and services

Modification History

Release 1. Supersedes and is equivalent to MSTGN5002 Coordinate quality assurance for TCF products and services.

Unit code changed. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Application

This unit of competency describes the skills and knowledge required to coordinate quality assurance of textiles, clothing and footwear (TCF) products and services to ensure they meet quality standards.

The unit applies to all sectors of the TCF industry. 'Supplier' in this unit may refer to a supplier to the workplace, or where the workplace is the supplier. Work may be conducted in small to large scale workplaces and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Generic

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Review own or supplier quality assurance process	1.1	Determine job requirements from contracts, orders, specifications, job sheets and work instructions
	1.2	Assess and evaluate own or supplier capability and quality system relating to identified job requirements
	1.3	Evaluate processes for production and delivery of goods and

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Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
		services according to legal and ethical requirements
	1.4	Make recommendations concerning supplier ability to comply with quality standards according to work health and safety (WHS) requirements, value for money, and where relevant, quality accreditation requirements
2. Establish quality assurance agreement with supplier or customer	2.1	Identify and document specifications of goods and services to be supplied
	2.2	Confirm precise quality requirements with supplier and customer
	2.3	Negotiate agreed quality assurance system and delivery dates
	2.4	Establish and agree on verification method and systems and procedures for dispute settlement
	2.5	Determine recording system for products and services that ensures traceability, where required
3. Check and record quality performance	3.1	Work with relevant personnel to establish procedures to check that materials and products conform to quality standards
	3.2	Coordinate checks of quality of materials, services and equipment delivered according to WHS requirements
	3.3	Initiate corrective action for non-conformance, to obtain and maintain established quality standards
	3.4	Maintain records of quality assurance process and prepare reports according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Oral communication skills to manage expectations and conflict that may arise, and effectively resolve issues with non-conformance to quality standards
- Problem solving skills to challenge and test options to resolve problems with quality

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Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSTGN5002 Coordinate quality assurance for TCF products and services.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN5010 Coordinate quality assurance for TCF products and services

Modification History

Release 1. Supersedes and is equivalent to MSTGN5002 Coordinate quality assurance for TCF products and services.

Unit code changed. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria of this unit, and:

- established quality assurance expectations for at least three products or a small range by:
  - documenting specifications of products to be supplied, and related services
  - confirming precise quality requirements with supplier or customer
  - negotiating agreed quality assurance system and delivery dates
  - liaised with suppliers and customers to negotiate agreement for all aspects of the quality process for at least three products or a small range, including establishing a dispute resolution process
- maintained records of quality assurance process for at least three products or a small range, and prepared records according to workplace procedures.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal, ethical and work health and safety requirements specific to the work task
- regulatory and industry standards and codes of practice for textiles, clothing and footwear (TCF) products
- workplace quality policies and procedures used in TCF industry
- production processes, materials and products used in TCF industry
- characteristics of materials, products, services and equipment provided by external suppliers
- quality methodologies, their capabilities, limitations and applicability to TCF industry
- relevant measurement techniques and quality checking procedures used in TCF industry
- mechanisms for dispute resolution used in the workplace
- communication techniques to ensure quality in production
- workplace recording and reporting practices.

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including industry and workplace standards for quality assurance
- modelling of industry operating conditions, including access to suppliers, contractors and production personnel.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN5011 Work with international TCF supply chains

Modification History

Release 1. Supersedes and is equivalent to MSTGN5003 Work with international TCF supply chains.

Unit code changed. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Application

This unit of competency describes the skills and knowledge required to work with international textiles, clothing and footwear (TCF) supply chains. It involves working with international suppliers and customers of goods and services, according to established contractual agreements.

The unit applies to small to large scale workplaces in all sectors of the TCF industry, and may involve individual and team activities. Work involves the application of initiative and judgement, and sensitivity to cultural and language differences. Working with international suppliers and customers includes implementing import and export practices, building commercial relationships, and working effectively with local customs, communications and industry work practices.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Generic

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Prepare to work with international supply chain	1.1	Determine job requirements from contracts, orders, specifications, job sheets and work instructions

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Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
	1.2	Identify members in international supply chain for products and services relating to job requirements within own area of responsibility
	1.3	Determine value added by each supplier
	1.4	Identify supplier characteristics and practices, and any acute, chronic, unethical or unsustainable issues affecting suppliers
	1.5	Identify import and export regulations and practices of relevant country
	1.6	Research local customs and workplace practices and identify relevant factors affecting supply chain operations
	1.7	Access and assess information on local industry markets and conditions and identify transportation and shipping practices
2. Confirm relationships with international suppliers and customers	2.1	Review past relations with suppliers and customers to identify relationship history
	2.2	Confirm specifications for international contracts
	2.3	Identify quality assurance processes and confirm communication channels
	2.4	Establish and maintain ongoing communication to foster positive commercial relations
	2.5	Adhere to relevant identified Australian and international export and import regulations
3. Set up process for supply operations	3.1	Document supply operation process
	3.2	Determine parameters for quality delivery
	3.3	Formalise and document contract with supplier
4. Monitor international supply operations	4.1	Check compliance of international supplier or customer with specified contractual requirements
	4.2	Communicate and monitor required quality standards
	4.3	Identify, report and record non-compliance and investigate

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Elements Elements describe the essential outcomes.	Performance Criteria Performance criteria describe the performance needed to demonstrate achievement of the element.	
		to determine causes
	4.4	Seek feedback from international supplier contact
5. Contribute to implementing and recording improvements to global production operations	5.1	Review outcomes of monitoring and feedback
	5.2	Identify opportunities for corrective and preventative action to improve commercial relationship with international supplier or customer
	5.3	Recommend and activate corrective and preventative actions to improve global production operations
	5.4	Communicate changes to required personnel in a logical and clear manner
	5.5	Monitor changes to confirm that production quality and efficiency improve
	5.6	Maintain international production and supply documentation, monitor records, and prepare reports according to workplace requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Reading skills to:
  - interpret import and export regulations and supply documentation
  - check contractual requirements
- Oral communication skills to establish networks, negotiate agreements, and resolve conflicts
- Initiative and enterprise skills to maintain drive, identify new opportunities, and investigate options
- Problem solving skills to rectify misunderstandings and issues with non-compliance
- Technology skills to set up and maintain supplier database

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

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Unit Mapping Information

Release 1. Supersedes and is equivalent to MSTGN5003 Work with international TCF supply chains.

Links

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Assessment Requirements for MSTGN5011 Work with international TCF supply chains

Modification History

Release 1. Supersedes and is equivalent to MSTGN5003 Work with international TCF supply chains.

Unit code changed. Range of conditions removed. Element removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria of this unit, and:

- work with at least one international textiles, clothing and footwear (TCF) supply chain according to relevant standards, and Australian and international export and import regulations
- investigated possible partners in the international supply chain able to provide at least three products or one small range of products within own area of responsibility
- investigated, interpreted, recorded and used data about international supply chain characteristics and operations, supplier characteristics and practices, import and export regulations, local customs and workplace practices of at least two relevant countries.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal, ethical and work health and safety requirements specific to the work task
- regulatory and industry standards for TCF goods and services
- production control and efficiency processes used in work role
- product and process specifications used in work role
- potential issues with selected fabrics and raw materials
- product market and trends relevant to work role
- practices and procedures for international supply arrangements relevant to work role
- ethical sourcing requirements and sustainable work practices used in TCF industry
- quality assurance processes used in TCF industry
- production processes relevant to work role
- international regulations, pricing structures, import and export factors, production times, quality assurance factors, and production and marketing arrangements, relevant to work role
- communication and negotiation techniques to support effective international and domestic supply arrangements
- workplace recording and reporting requirements.

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including computing equipment and software packages
- modelling of industry operating conditions, including access to international suppliers.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN6007 Manage production processes

Modification History

Release 1. Supersedes and is equivalent to MSTGN6005 Manage production processes.

Unit code changed. Range of conditions removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Application

This unit of competency describes the skills and knowledge required to manage a production facility in a textiles, clothing and footwear (TCF) workplace.

The unit requires judgement in planning, technical and supervisory activities related to operations and processes in substantially non-routine situations. Work is performed under limited guidance in line with a broad plan, budget or strategy as part of the major functional area or in highly specialised situations requiring a range of skills. Work may be conducted in small to large scale workplaces in all sectors of the TCF industry and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Generic

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Review production scheduling	1.1	Review production schedule to determine effective machinery operation, time and cost efficiency in the use of facilities, and suitable use of personnel
	1.2	Make recommendations for improvement and change
	1.3	Modify schedule according to recommendations, production

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Elements Elements describe the essential outcomes.	Performance Criteria Performance criteria describe the performance needed to demonstrate achievement of the element.	
		requirements and workplace procedures
2. Facilitate resolution of work flow problem	2.1	Facilitate meetings to identify methods to solve process and work flow problems
	2.2	Use knowledge of process improvement and efficient production techniques and systems to assist in identifying and resolving process and work flow problems
	2.3	Negotiate options to resolve production problems with team
	2.4	Implement recommended problem-resolution option, in line with work health and safety (WHS) practices
3. Monitor production improvements and variations	3.1	Monitor improvements and variations to production to ensure outcomes meet specifications, production schedule, workplace requirements, according to WHS requirements
	3.2	Collate and analyse data to evaluate effectiveness of production improvements and variations
	3.3	Make decisions on improvements and variations to production within limits of own responsibility
4. Create records and reports	4.1	Maintain management records and prepare reports
	4.2	Make presentations on production performance and developments at management meetings

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Oral communication skills to initiate actions and build positive relationships
- Numeracy skills to analyse trends in production data
- Teamwork skills to motivate, lead and stretch a production team to achieve agreed outcomes
- Problem solving skills to develop creative solutions to complex problems

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Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSTGN6005 Manage production processes.

Links

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Assessment Requirements for MSTGN6007 Manage production processes

Modification History

Release 1. Supersedes and is equivalent to MSTGN6005 Manage production processes.

Unit code changed. Range of conditions removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria of this unit, and:

- effectively managed at least one production process to produce textile, clothing and footwear (TCF) products to achieve agreed outcomes.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work health and safety requirements specific to the work task
- regulatory and industry standards for TCF products and production processes
- Australian Standards relevant to workplace and production processes
- management and production processes, machines and production software, relevant to job role
- workplace systems relating to production processes
- workplace products and their make-up
- work flow control techniques and methods to resolve associated work flow problems
- environmental aspects of workplace activities in production process
- workplace procedures and reporting or recording processes relevant to job role
- regulatory requirements and codes of practice relating to managing production processes
- hazard identification and control measures associated with managing production processes.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including TCF production line
- modelling of industry operating conditions, including access to production team workers.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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MSTGN6008 Negotiate and manage contracts to produce finished design products

Modification History

Release 1. Supersedes and is equivalent to MSTGN6004 Negotiate and manage contracts to produce finished design products.

Unit code changed. Range of conditions removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Application

This unit of competency describes the skills and knowledge required to negotiate and manage design production contracts. It involves establishing performance standards and monitoring procedures to ensure contract specifications are achieved.

The unit of competency applies to contracts, which may include local and international supply and production of materials, components, and complete products and accessories used to produce finished design products. It may also be applied to contracts relating to providing distribution, transportation, and sales and marketing services. Work may be conducted in small to large scale workplaces in all sectors of the textiles, clothing and footwear industry, and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Generic

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Establish contract requirements	1.1	Identify contract requirements in collaboration with required personnel and workplace procedures

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Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
	1.2	Establish key criteria to define contract parameters
	1.3	Review previous contracts to guide preparation of contract and selection of contractors
	1.4	Prepare contract detailing required products and services and advertise and/or circulate in relevant media
2. Confirm contract agreement	2.1	Review and shortlist contract applications according to applicant's ability to provide goods and services to required standards
	2.2	Select contract supplier and negotiate contract agreement
	2.3	Confirm agreement deliverables and quality and performance standards
	2.4	Confirm documentation, communication and performance monitoring processes with contract supplier
	2.5	Develop risk management plan according to workplace requirements
	2.6	Complete procurement documentation according to workplace procedures
3. Implement and manage contract agreement	3.1	Monitor performance to ensure standards and targets are being achieved
	3.2	Manage change requests from stakeholders
	3.3	Identify and address inconsistencies and missed targets to re-establish required performance levels
	3.4	Consult required personnel to assist in monitoring performance of contract suppliers
	3.5	Identify and implement improvement opportunities to contract delivery, where possible
	3.6	Update documentation throughout implementation of contract
	3.7	Manage supplier payments according to contract agreement

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Elements Elements describe the essential outcomes.	Performance Criteria Performance criteria describe the performance needed to demonstrate achievement of the element.	
4. Evaluate contract implementation and maintain records	4.1	Evaluate implementation and effectiveness of contract in meeting contract requirements, including quality outcomes
	4.2	Identify and drive improvements to future contracting procedures
	4.3	Provide feedback to supplier to assist in improving future performance
	4.4	Prepare records and maintain reports

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Oral communication skills to:
  - maintain networks and build productive relationships with stakeholders
  - effectively address conflicts that arise with contractors
- Numeracy skills to successfully manage budgets and contractor payments
- Initiative and enterprise skills to maintain drive and consistent focus on timely delivery of quality products and services
- Problem solving skills to address contractor performance issues as they arise

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSTGN6004 Negotiate and manage contracts to produce finished design products.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN6008 Negotiate and manage contracts to produce finished design products

Modification History

Release 1. Supersedes and is equivalent to MSTGN6004 Negotiate and manage contracts to produce finished design products.

Unit code changed. Range of conditions removed. Foundation skills information added. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria of this unit, and:

- negotiated and managed at least two different contracts that contribute to producing finished design products, including:
  - one with a supplier
  - one with a stakeholder or end user.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal, ethical and work health and safety requirements specific to the work task, including:
  - legal requirements for contracting
  - ethical sourcing and sustainable work practices
- regulatory and industry standards for textiles, clothing and footwear products
- Australian and international requirements to eradicate modern slavery
- principles of quality management, including their application and delegation of responsibilities in a contract
- procedures for documenting supplier contracts
- workplace procurement practices and procedures
- contract management principles and practices
- contractor performance monitoring and management methods
- workplace financial and accounting systems required to manage contracts
- quality assurance standards and practice to ensure compliance.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

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- use of suitable facilities, equipment and resources, including computing equipment and contract management software system
- modelling of industry operating conditions, including access to suppliers and contractors.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTMF4005 Select, produce and adjust casts for accommodative orthoses

Modification History

Release 1. Supersedes and is equivalent to LMTMF5001A Select, produce and adjust casts for accommodative orthoses.

Application

This unit of competency describes the skills and knowledge required to select, produce and adjust casts for accommodative orthoses.

Work is generally conducted in a small business situation. The unit may apply to a sole practitioner, or someone working directly with medical grade footwear practitioners.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Medical grade footwear

Elements and Performance Criteria

Elements Elements describe the essential outcomes.		**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1.	Clarify assessments and prescriptions	1.1	Clarify client requirements and confirm necessary information has been provided
		1.2	Consult other parties to clarify additional information
2.	Select stock accommodative orthoses	2.1	Assess stock last against required foot shape and size to determine if match is suitable
		2.2	Assess stock accommodative orthoses against required shape and size to determine if match is suitable

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Elements		Performance Criteria	
		2.3	Fit and adjust stock accommodative orthoses according to supplier specifications
3.	Produce accommodative orthoses casts	3.1	Select appropriate construction techniques and materials to modify or produce accommodative orthoses
		3.2	Take negative casts for accommodative orthoses using selected materials
		3.3	Produce positive casts to give desired shape and dimensions for accommodative orthoses according to work health and safety (WHS) practices
		3.4	Assemble accommodative orthoses to comply with design specifications
4.	Finalise production of accommodative orthoses casts	4.1	Perform trial fitting to review fit and function of orthoses cast
		4.2	Check, adjust and refine orthoses cast to ensure it complies with design requirements and established standards for producing accommodative orthoses
		4.3	Record accommodative orthoses cast details in client file, and complete associated record keeping activities

Foundation Skills

This section describes those language, literacy and numeracy skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Oral communication skills to interact effectively with client and elicit required detail about accommodative orthoses
- Numeracy skills to accurately measure shape and size of feet and identify differences with shape and dimensions of stock lasts
- Problem solving skills to address accommodative orthoses design and construction issues

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTMF5001A Select, produce and adjust casts for accommodative orthoses.

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Assessment Requirements for MSTMF4005 Select, produce and adjust casts for accommodative orthoses

Modification History

Release 1. Supersedes and is equivalent to LMTMF5001A Select, produce and adjust casts for accommodative orthoses.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- selected, produced and adjusted casts for accommodative orthoses for at least two different clients with different needs.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- elements and principles of accommodative orthoses design and how they are used to meet specified requirements
- impact of medical problems and patient requirements on process for making accommodative orthoses
- applied anthropometrics of the foot, including the variables in, and effects of, physical force systems on the body, and other physical characteristics of commercial footwear
- accommodative orthoses standards
- diagnostic and definitive orthoses constructions
- modification processes to adjust and refine orthoses
- construction techniques, materials, tools and equipment used to produce casts to meet specifications, including hand and machine-based techniques
- vacuum forming and heat moulding techniques required to produce the performance evidence
- legal, ethical and work health and safety (WHS) requirements associated with producing and adjusting accommodative orthoses
- general housekeeping policies and procedures, including cleaning agents and equipment used with orthoses.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:

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- a workspace used to produce and adjust casts for accommodative orthoses using hand and machine-based techniques
- safety equipment and standard operating procedures
- modelling of industry operating conditions, including access to clients.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTMF4006 Fit medical grade footwear and orthoses that are not complex

Modification History

Release 1. Supersedes and is equivalent to LMTMF5002A Fit, trial and review medical grade footwear and orthoses (up to medium complexity and risk conditions).

Application

This unit of competency describes the skills and knowledge required to fit, trial and review medical grade footwear and orthoses for foot conditions that are up to medium complexity and risk, including where:

- corrections to the foot structure are required
- client is suffering foot-related pain or discomfort
- ulceration is not present
- there is only a single risk factor, which may include age, systemic problems such as diabetes (insulin dependent), haemophilia, peripheral vascular disease, neuropathy, ulcers, missing toes and lower limb amputations.

Work is generally conducted in a small business situation. The unit may apply to a sole practitioner, or someone working directly with medical grade footwear practitioners.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Medical grade footwear

Elements and Performance Criteria

Elements Elements describe the essential outcomes.		**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1.	Clarify assessments and prescriptions	1.1	Clarify client requirements and confirm necessary information has been provided

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Elements		Performance Criteria	
		1.2	Consult other parties to clarify any additional information
2.	Conduct diagnostic fitting for medical grade footwear and orthoses	2.1	Use prefabricated or partially fabricated medical grade footwear and orthoses to conduct a diagnostic fitting
		2.2	Evaluate diagnostic fitting and review proposed construction and materials
		2.3	Conduct trial to check function of footwear and orthoses
3.	Conduct trial and final fittings of medical grade footwear and orthoses	3.1	Fit medical grade footwear and orthoses in preparation for trial usage and adjust after consultation with client
		3.2	Conduct trial of real-life usage of footwear and orthoses, ease of fitting and compliance with design and production specifications
		3.3	Assess outcomes of trial and adjust footwear after discussion with client
		3.4	Make follow-up arrangements with client
4.	Conduct client follow-up and review	4.1	Re-examine foot and lower limb and compare collected data with previous observations
		4.2	Take measurements of foot, footwear and orthoses and compare to previous findings
		4.3	Establish and confirm extent of changes required to medical grade footwear and orthoses
		4.4	Record new information in client records following established data recording procedures
		4.5	Prepare specifications for development of new, or modification of existing, footwear and orthoses
		4.6	Maintain ongoing consultation with service providers and client during fitting and follow-up stages
		4.7	Complete record keeping procedures and administrative tasks

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Oral communication skills to interact effectively with clients and suppliers
- Numeracy skills to develop accurate specifications for new and adjusted medical grade footwear and orthoses
- Problem-solving skills to evaluate and address common foot and foot-related problems

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTMF5002A Fit, trial and review medical grade footwear and orthoses (up to medium complexity and risk conditions).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTMF4006 Fit medical grade footwear and orthoses that are not complex

Modification History

Release 1. Supersedes and is equivalent to LMTMF5002A Fit, trial and review medical grade footwear and orthoses (up to medium complexity and risk conditions).

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria and foundation skills of this unit, and:

- fitted medical grade footwear or orthoses for two different clients with different needs.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- elements and principles of medical grade footwear and orthotic design and how they are used to meet specified requirements
- applied anthropometrics of the foot, including the variables in, and effects of, physical force systems on the body, and other physical characteristics of commercial orthoses and footwear
- principles of biomechanics and kinesiology that directly influence the design and development of medical grade footwear and orthoses
- medium complexity and risk foot conditions and how each should be addressed
- anatomy, physiology and pathology required to carry out assessments up to and including medium-risk foot-related medical conditions
- common medical conditions associated with foot-related problems
- variables to accommodate differing foot measurements and general foot shape needs:
  - individual tissue tolerances
  - nature and extent of functional demands
  - existing foot characteristics, including joint stiffness and prominent deformities
  - potential interventions involving casting and last
  - styles and material characteristics
- assessment and measurement techniques to:
  - evaluate foot and related total body biomechanics
  - observe general physical condition and presenting medical conditions
  - directly examine foot and related structures, including palpation
  - obtain data of client's walk pattern using gait analysis techniques
  - obtain measurements of foot, footwear and orthoses

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  - observe and clarify pathology, deformities, muscle forms, and joint functions
  - use computer-aided equipment
  - discuss client's expectations of medical grade footwear and orthoses
  - determine time required for adaptation to new footwear or orthoses
  - determine client's ability to comply with instructions on use of footwear or orthoses
- measurement methods:
  - statically
  - dynamically
  - with and without functional simulation
  - weight bearing and gait pattern analysers
  - with manipulations to achieve greater correction or accommodation of the foot
- footwear, orthoses, construction, standards and terminology
- diagnostic and definitive orthoses constructions
- modification processes to adjust and refine orthoses
- materials, tools and equipment used to fit medical grade footwear and orthoses
- legal, ethical and work health and safety (WHS) requirements associated with fitting medical grade footwear and orthoses
- general housekeeping policies and procedures, including cleaning agents and equipment used with medical grade footwear and orthoses.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment, technology and resources, including a workspace used to fit medical grade footwear and orthoses
- modelling of industry operating conditions, including access to clients.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTMF4007 Produce accommodative orthoses

Modification History

Release 1. Supersedes and is equivalent to LMTMF5003A Produce accommodative orthoses.

Application

This unit of competency describes the skills and knowledge required to produce and fit accommodative orthoses that are made to assist with foot problems that require maintenance or pressure relief, such as pressure sores or metatarsalgia, without correcting the foot structure or position.

Work is generally conducted in a small business situation. The unit may apply to a sole practitioner, or someone working directly with medical grade footwear practitioners.

No licensing, legislative or certification requirements apply to this unit at the time of publication

Pre-requisite Unit

N/A

Unit Sector

Medical grade footwear

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Determine initial job requirements	1.1	Select accommodative orthoses materials that reflect requirements of client condition and requirements for durability and performance
	1.2	Consult other health professionals to clarify or provide additional information
2. Produce technical drawing of accommodative orthoses	2.1	Produce initial three-dimensional (3D) design of cast
	2.2	Specify materials to be used in accommodative orthoses construction

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Elements	Performance Criteria	
	2.3	Specify anatomical matching, key references and specific performance requirements of accommodative orthoses
	2.4	Specify dimensions and tolerances using appropriate drawing symbols
3. Produce and post basic form	3.1	Review cast specifications for accuracy, material selection, 3D design and consistency with technical drawing and prescription if applicable
	3.2	Make changes and refinements as necessary, including balancing aesthetic needs with footwear and condition requirements
	3.3	Produce basic form to fitting accuracy of ± 1mm
	3.4	Correct and post basic form to accommodative orthoses standard
4. Conduct trial fitting of accommodative orthoses	4.1	Produce accommodative orthoses for trial
	4.2	Modify existing shoes for trial accommodative orthoses
	4.3	Perform diagnostic fitting of accommodative orthoses
	4.4	Interpret results of fitting for possible changes to accommodative orthoses design and materials
5. Manufacture accommodative orthoses	5.1	Construct accommodative orthoses to specifications
	5.2	Make allowance for variation between trial and final accommodative orthoses
	5.3	Check dimensions and shape of accommodative orthoses against specifications
	5.4	Modify existing shoes for accommodative orthoses if necessary
	5.5	Finish off accommodative orthoses to established quality standards
6. Deliver and fit accommodative orthoses	6.1	Check fitting and make adjustments as required to meet client needs
	6.2	Clarify function, management and maintenance procedures for accommodative orthoses with client

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Elements	Performance Criteria	
	6.3	Explain arrangements for follow-up to client
	6.4	Complete record keeping procedures and administrative tasks
7. Follow up client	7.1	Check function and state of accommodative orthoses during follow-up
	7.2	Assess client condition, adjust medical grade footwear treatment where required, and update client file

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Oral communication skills to interact effectively with clients and suppliers
- Numeracy skills to:
  - take accurate measurements
  - identify and confirm timelines and costs

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTMF5003A Produce accommodative orthoses.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTMF4007 Produce accommodative orthoses

Modification History

Release 1. Supersedes and is equivalent to LMTMF5003A Produce accommodative orthoses.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- produced accommodative orthoses for two different clients with different needs.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- types of accommodative orthoses to suit differing needs
- elements and principles of medical grade orthoses and footwear design and how orthoses are used to meet specified requirements
- applied anthropometrics of the foot, including the variables in and effects of physical force systems on the body, and other physical characteristics of commercial orthoses and footwear
- construction techniques, tools and equipment used to produce and modify accommodative orthoses to meet specifications, including hand and machine-based techniques
- product and testing quality standards
- materials typically used to produce accommodative orthoses:
  - rubber
  - ethyl vinyl acetate (EVA) and polyurethane foams
  - cork
  - leather
- biomechanical requirements of orthoses, including volume expansion and functional and positioning requirements
- computer-aided design and production techniques
- safe work practices associated with producing and fitting accommodative orthoses.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment, technology and resources, including:

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- a workspace used to produce and adjust orthoses using hand and machine-based techniques
- safety equipment and standard operating procedures
- modelling of industry operating conditions, including access to clients.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTMF4008 Produce negative and positive casts for lasts and corrective orthoses

Modification History

Release 1. Supersedes and is equivalent to LMTMF6004A Produce negative and positive casts for lasts and/or corrective orthoses.

Application

This unit of competency describes the skills and knowledge required to produce negative casts and produce and modify positive casts and lasts. Casts are restricted to casts of lower limb below the knee.

Work is generally conducted in a small business situation. The unit may apply to a sole practitioner, or someone working directly with medical grade footwear practitioners.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Medical grade footwear

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1. Clarify assessments and prescriptions	1.1	Confirm requirements with client and confirm necessary information has been provided
	1.2	Consult other parties to clarify additional information for cast and last development
2. Prepare for casting	2.1	Identify and mark biomechanical and functional requirements of cast
	2.2	Take measurements and drawings as required

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Elements	Performance Criteria	
	2.3	Select casting techniques appropriate to established requirements
	2.4	Choose appropriate materials to fabricate cast
3. Produce below knee negative cast	3.1	Make a negative cast allowing for biomechanical requirements, volume expansion, and functional and positioning requirements
	3.2	Check quality and requirements of cast, and modify as required
	3.3	Determine and document job specifications for constructing positive cast
4. Produce positive cast and last	4.1	Produce positive cast from last to meet requirements for individual shape, alignment and specific designs, and allowing for biomechanical requirements, volume expansion, and functional and positioning requirements
	4.2	Fabricate and modify cast to meet specific footwear and orthoses design specifications
	4.3	Check shape of cast and last against design specifications
5. Adjust positive cast	5.1	Check shape of positive cast against client measurements, technical drawings and design specifications, allowing for biomechanical requirements, volume expansion, and functional and positioning requirements
	5.2	Add, cut or grind material according to specifications to adjust positive cast and last
6. Perform record keeping procedures	6.1	Record detail of casting to client's file
	6.2	Complete administrative tasks in line with workplace requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

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- Numeracy skills to measure general foot shape and translate those measurements into lasts and casts that allow for individual functional tolerances
- Problem solving skills to address issues that arise in the design and production of casts

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTMF6004A Produce negative and positive casts for lasts and/or corrective orthoses.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTMF4008 Produce negative and positive casts for lasts and corrective orthoses

Modification History

Release 1. Supersedes and is equivalent to LMTMF6004A Produce negative and positive casts for lasts and/or corrective orthoses.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- produced one negative cast for a corrective orthosis, and one positive cast from a last for a corrective orthosis to suit client needs.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- elements and principles of orthoses and medical grade footwear design and how they are used to meet specified requirements
- applied anthropometrics of the foot, including the variables in and effects of physical force systems on the body, and other physical characteristics of commercial orthoses and footwear
- fabrication tools and techniques used to manufacture cast devices, including:
  - hand and machine methods
  - computer-aided processes
  - mechanical duplicators
  - pour techniques
  - combinations of the above processes
- materials used to manufacture casts, including:
  - plaster
  - wood
  - thermoset resin
  - expandable foams
  - casting polyurethane
- diagnostic and definitive orthoses constructions
- modification processes to adjust and refine orthoses
- safe work practices associated with producing casts and lasts
- general housekeeping policies and procedures, including cleaning agents and equipment used with orthoses.

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - a workspace used to produce casts for lasts and orthoses using hand and machine-based techniques
  - safety equipment and standard operating procedures
- modelling of industry operating conditions, including access to clients.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTMF4009 Produce custom-made medical grade footwear

Modification History

Release 1. Supersedes and is equivalent to LMTMF6005A Produce custom-made medical grade footwear.

Application

This unit of competency describes the skills and knowledge required to produce custom-made medical grade footwear, including shoe types that consist of slip-on, shoe, boot, sandal, inner shoe and orthotic incorporation.

Work is generally conducted in a small business situation. The unit may apply to a sole practitioner, or someone working directly with medical grade footwear practitioners.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Medical grade footwear

Elements and Performance Criteria

Elements Elements describe the essential outcomes.		**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1.	Clarify client order	1.1	Confirm required information has been provided in job requirements and order form
		1.2	Consult other parties to clarify or provide additional information about medical grade footwear requirements
2.	Determine resources required to manufacture medical grade footwear	2.1	Confirm availability of materials of type and quality required to manufacture footwear components
		2.2	Select materials to match design requirements of ***footwear components***

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Elements		Performance Criteria	
		2.3	Order special or one-off materials from suppliers and confirm availability within specified timelines
3.	Check shoe last and pattern	3.1	Check the last to confirm that it complies with order form and is free of construction faults
		3.2	Conduct a trial last fitting prior to cutting pattern
		3.3	Clarify design features with client and cut pattern
4.	Construct and finish footwear	4.1	Make mock-up of design to order specifications
		4.2	Check equipment to confirm compliance with manufacturer operating procedures and WHS practices
		4.3	Cut required footwear pieces from patterns and sew and close upper
		4.4	Prepare, cut and build componentry, including inner soles and orthotic componentry
		4.5	Prepare and last footwear
		4.6	Construct sole, heel and build-up and attach bottom, including external raisers, as required
		4.7	Liaise with relevant personnel during production of custom-made medical grade shoes to confirm details
		4.8	Undertake finishing off, add final components and check product to ensure compliance with established quality standards prior to process end
		4.9	Complete record keeping procedures and administrative tasks

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Reading skills to interpret details of customer orders, work specifications and standard operating procedures
- Oral communication skills to interact effectively with clients, medical grade footwear practitioners, podiatrists and technicians

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- Problem solving skills to address design and construction issues that arise when producing quality custom-made medical grade footwear

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTMF6005A Produce custom-made medical grade footwear.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTMF4009 Produce custom-made medical grade footwear

Modification History

Release 1. Supersedes and is equivalent to LMTMF6005A Produce custom-made medical grade footwear.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- produced custom-made medical grade footwear to suits the needs of one client.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- elements and principles of medical grade footwear design and how they are used to meet specified requirements
- medical grade footwear and component construction and standards, including:
  - diagnostic and definitive constructions
  - modification processes to adjust and refine footwear
  - special construction details and constraints
- procedures and techniques for footwear component assembly
- suitable shoe types and materials used in constructing medical grade footwear, including:
  - full range of conventional leathers
  - textiles, plastic sheeting, appropriate padding, reinforcement
  - sole and related materials
  - fastening and closing devices
  - specific items, including adhesives, threads and steel toe caps
  - new and emerging footwear materials
- medical grade footwear terminology, components and functions:
  - soles
  - insoles
  - heels
  - unit soles
  - ethyl vinyl acetate (EVA) branded outsoles
  - thermoplastic rubber (TPR) soles
  - toe puffs
  - counters

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- eyelets
- tools and equipment used to construct medical grade footwear:
  - hand tools
  - vacuum forming and heat moulding equipment
  - sewing machines
  - sanders and polishers
- safe work practices associated with producing custom-made medical grade footwear.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - a workspace used to produce custom-made medical grade footwear using hand and machine-based techniques
  - safety equipment and standard operating procedures
- modelling of industry operating conditions, including access to clients.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTMF4010 Fit complex custom-made medical grade footwear and orthoses

Modification History

Release 1. Supersedes and is equivalent to LMTMF6006A Fit, trial and review custom-made medical grade footwear and orthoses (high complexity and risk conditions).

Application

This unit of competency describes the skills and knowledge required to fit, trial and review medical grade footwear and orthoses for foot conditions that are of high complexity or high risk, including situations where:

- correction to the foot structure is required
- several risk factors apply
- condition is painful
- there are skin conditions to be accommodated
- foot has suffered severe traumatic injury.

Work is generally conducted in a small business situation. The unit may apply to a sole practitioner, or someone working directly with medical grade footwear practitioners.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTMF4006 Fit medical grade footwear and orthoses

Unit Sector

Medical grade footwear

Elements and Performance Criteria

Elements Elements describe the essential outcomes.		**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1.	Clarify assessments and prescriptions	1.1	Clarify client requirements and confirm necessary information has been provided
		1.2	Consult other parties to clarify or provide additional

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Elements		Performance Criteria	
			information about footwear requirements
2.	Conduct trial last and diagnostic fitting	2.1	Check mock-up is to specifications
		2.2	Conduct and evaluate a diagnostic fitting on last
		2.3	Review proposed construction and materials
		2.4	Conduct trial to check function of footwear and orthoses
3.	Conduct trial and final fittings	3.1	Fit medical grade footwear and orthoses and make required adjustments after consultation with client
		3.2	Conduct trial fitting of footwear and orthoses to reflect real-life usage, ease of fitting and compliance with design and production specifications
		3.3	Provide client with details for how to adapt to new footwear and orthoses and make arrangements for follow-up
4.	Conduct client follow-up and review	4.1	Re-examine foot and lower limb and compare data collected with previous observations
		4.2	Take measurements of foot, footwear and orthoses and compare to previous findings
		4.3	Take new measurements to confirm and establish extent of changes required to footwear and orthoses
		4.4	Record client and measurement information relating to changes to footwear and orthoses
		4.5	Prepare specifications for development of new, or modification of existing, footwear and orthoses
		4.6	Maintain ongoing consultation with service providers and health professionals
		4.7	Complete record keeping procedures and administrative tasks

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

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- Oral communication skills to interact effectively with clients with complex footwear and orthoses needs, technicians and health professionals
- Writing skills to maintain accurate records, and document measurements and test results
- Self-management skills to adhere to client confidentiality and ethical standards

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTMF6006A Fit, trial and review custom-made medical grade footwear and orthoses (high complexity and risk conditions).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTMF4010 Fit complex custom-made medical grade footwear and orthoses

Modification History

Release 1. Supersedes and is equivalent to LMTMF6006A Fit, trial and review custom-made medical grade footwear and orthoses (high complexity and risk conditions).

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- fitted complex custom-made medical grade footwear or orthoses for at least one client with a foot condition that is highly complex or high risk.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- procedures for assessing performance of footwear and orthoses
- methods to communicate effectively with clients and carers
- methods to physically examine the foot, footwear and orthoses
- elements and principles of medical grade footwear, orthotic and prosthetic design and how they are used to meet specified requirements
- applied anthropometrics of the foot, including the variables in and effects of physical force systems on the body, and other physical characteristics of commercial orthoses and footwear
- principles of biomechanics and kinesiology that directly influence the design and development of medical grade footwear and orthoses
- anatomy, physiology and pathology required to carry out assessments up to and including high-risk foot-related medical conditions
- common medical conditions associated with foot-related problems
- high complexity and high risk foot conditions
- variables to accommodate differing foot measurements and general foot shape needs:
  - individual tissue tolerances
  - nature and extent of functional demands
  - existing foot characteristics, including joint stiffness and prominent deformities
  - potential interventions involving casting and last
  - styles and material characteristics
- measurement methods:
  - statically
  - dynamically
  - with functional simulation

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  - weight bearing-and gait pattern analysers
  - with manipulations to achieve greater correction or accommodation of the foot
- locations that fittings can take place
- safe work practices associated with fitting footwear and orthoses for clients with foot conditions that are of high complexity or high risk.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including safety equipment and standard operating procedures
- modelling of industry operating conditions, including access to clients.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTMF4011 Produce corrective orthoses

Modification History

Release 1. Supersedes and is equivalent to LMTMF6007A Produce corrective orthoses.

Application

This unit of competency describes the skills and knowledge required to produce corrective orthoses. Corrective orthoses are made to assist with problems that require corrective posting or support of the foot or ankle, for example, a drop foot splint, inner shoe to stabilise foot or ankle complex and exclude movement, or to correct excessive rear foot pronation.

Work is generally conducted in a small business situation. The unit may apply to a sole practitioner or someone working directly with medical grade footwear practitioners or with a health care team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Unit Sector

Medical grade footwear

Elements and Performance Criteria

Elements Elements describe the essential outcomes.		Performance Criteria Performance criteria describe the performance needed to demonstrate achievement of the element.	
1.	Determine initial job requirements	1.1	Select accommodative orthoses materials that reflect requirements of client condition and requirements for durability and performance
		1.2	Consult other parties to clarify or provide additional information about corrective orthoses
2.	Produce technical drawing of corrective orthoses	2.1	Produce initial three-dimensional (3D) design of cast
		2.2	Specify materials to be used in corrective orthoses construction
		2.3	Specify anatomical matching, key references and performance

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Elements		Performance Criteria	
			requirements of corrective orthoses
		2.4	Specify dimensions and tolerances using appropriate drawing symbols
3.	Produce and post basic form	3.1	Review cast for accuracy, material selection, 3D design and consistency with technical drawing and prescription if applicable
		3.2	Make changes and refinements as necessary, including balancing aesthetic needs with footwear and condition requirements
		3.3	Produce basic form to fitting accuracy of ± 1mm
		3.4	Correct and post basic form to corrective orthoses standard
4.	Conduct trial fitting of corrective orthoses	4.1	Produce corrective orthoses for trial fitting
		4.2	Modify existing shoes for trial of corrective orthoses
		4.3	Undertake a diagnostic fitting and interpret results for possible changes to corrective orthoses design and materials
5.	Manufacture corrective orthoses	5.1	Construct corrective orthoses to specification
		5.2	Make allowance for variation between trial orthoses and final corrective orthoses
		5.3	Check dimension and shape of corrective orthoses against specifications
		5.4	Check existing shoes against corrective orthoses and modify where required to meet requirement
		5.5	Finish off corrective orthoses to established quality standards
6.	Deliver and fit corrective orthoses	6.1	Check fitting and make adjustments as required to meet client needs
		6.2	Inform client of function, management and maintenance procedures for corrective orthoses and explain follow-up
		6.3	Complete record keeping procedures and administrative tasks
7.	Follow up client	7.1	Check function and state of corrective orthoses during follow-up
		7.2	Assess client condition and further medical grade footwear

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Elements		Performance Criteria	
			treatment or other health professional treatment, and update client file

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Oral communication skills to interact effectively with clients, suppliers and health professionals
- Numeracy skills to translate foot measurements and general foot shape into casts that include variable tolerances to suit individual needs
- Planning and organising skills to ensure orthoses are produced on time and within budget

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTMF6007A Produce corrective orthoses.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTMF4011 Produce corrective orthoses

Modification History

Release 1. Supersedes and is equivalent to LMTMF6007A Produce corrective orthoses

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- produced two corrective orthoses for different clients with different needs.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- elements and principles of medical grade orthoses and footwear design and how orthoses are used to meet specified requirements
- applied anthropometrics of the foot, including the variables in, and effects of physical force systems on the body, and other physical characteristics of commercial orthoses and footwear
- effects of different types of corrective orthoses on the foot, ankle, leg and pelvic and lower back functions
- footwear and component construction methods and standards used to produce and modify corrective orthoses to meet specifications, including:
  - diagnostic and definitive constructions
  - hand and machine-based techniques
  - product and testing quality standards
- corrective orthoses inclusions:
  - removable inserts
  - incorporated ankle-foot orthoses (AFO)
  - shoes
  - post-operative
  - therapy footwear
- corrective orthoses materials typically used to produce corrective orthoses:
  - rubber
  - ethyl vinyl acetate (EVA) and polyurethane foams
  - PVC resins
  - plastics
  - vacuum moulding and laminating carbon glass
  - Kevlar fibre

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- requirements and consequences of corrective orthoses factors, including:
  - biomechanical requirements
  - volume expansion
  - functional and positioning
- approaches to problems that require corrective posting or support of foot and ankle:
  - drop foot splint
  - arthrodesis inner shoe to stabilise foot or ankle complex and exclude movement
  - solutions to correct excessive rear foot pronation
- procedures to translate information into working patterns
- cast check requirements
- administrative functions related to the construction of corrective orthoses
- legal, ethical and work health and safety (WHS) requirements associated with producing footwear and orthoses.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - a workspace used to produce and adjust orthoses using hand and machine-based techniques
  - safety equipment and standard operating procedures
- modelling of industry operating conditions, including access to clients.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX2010 Perform wool quality tests

Modification History

Release 1. Supersedes and is equivalent LMTEW2012A Perform tests to check wool quality.

Application

This unit of competency describes the skills and knowledge required to set up and operate equipment used for sampling and laboratory testing wool quality.

Work is conducted in small to large scale workplaces and may involve individual and team activities. Work is performed by employees undertaking wool quality testing activities according to defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Textile production

Elements and Performance Criteria

Elements Elements describe the essential outcomes.		**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1.	Prepare laboratory equipment for test process	1.1	Determine job requirements and confirm testing procedures
		1.2	Select and prepare required equipment
		1.3	Determine equipment settings, and check and calibrate equipment
		1.4	Ensure work area around equipment is clean and ready for testing to commence
2.	Evaluate properties of wool samples	2.1	Handle test equipment, instruments and fibre samples according to specified procedures

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Elements Elements describe the essential outcomes.		Performance Criteria Performance criteria describe the performance needed to demonstrate achievement of the element.	
		2.2	Test physical properties of wool samples according to specified procedures
		2.3	Test chemical properties of wool samples according to specified procedures
		2.4	Test contamination of wool samples according to specified procedures
		2.5	Identify and quantify types of contamination
		2.6	Clean work area and dispose of waste in line with waste management procedures
3.	Communicate test information	3.1	Complete test records, and associated documents, according to workplace procedures
		3.2	Report test results according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Reading skills to interpret work instructions, product requirements and test procedures
- Numeracy skills to read and interpret test results

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent LMTEW2012A Perform tests to check wool quality.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX2010 Perform wool quality tests

Modification History

Release 1. Supersedes and is equivalent LMTEW2012A Perform tests to check wool quality.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- performed wool quality tests on at least five different samples of wool, to determine:
  - physical properties
  - chemical properties
  - presence and identification of contaminants.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- procedures, operating principles, and safe work practices for operating wool sampling and test equipment
- laboratory instrument set-up and calibration requirements
- waste management procedures relating to testing process
- testing quality standards
- typical contaminants found in wool samples
- general housekeeping policies and procedures, including cleaning agents and equipment used in wool quality tests
- recording and reporting procedures relating to wool quality tests.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - a standard laboratory set up for testing wool samples
  - safety equipment and standard operating procedures
- modelling of industry operating conditions, including access to wool samples.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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MSTTX2011 Perform wool processing machine setting

Modification History

Release 1. Supersedes and is equivalent to LMTEW2014A Perform machine setting and operational maintenance.

Application

This unit of competency describes the skills and knowledge required to set machines for product changes, reset them after general fibre related stoppages, and perform minor maintenance of machinery.

Work may be conducted in small to large scale workplaces and may involve individual and team activities. Work is performed within defined procedures by employees operating machinery used to process wool. It may also involve supervision of a production section of an operation and may involve responsibility for a number of employees operating wool processing machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Textile production

Elements and Performance Criteria

Elements Elements describe the essential outcomes.		**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Set machine	1.1	Determine job requirements from work instructions and job specifications
		1.2	Identify work health and safety (WHS) requirements, including required personal protective equipment (PPE)
		1.3	Clean and set machine according to raw material and product specifications, and machine manufacturer and workplace

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Elements		Performance Criteria	
			procedures
		1.4	Start machine and ensure correct machine operation
		1.5	Conduct trial runs according to identified requirements
		1.6	Check sample conforms to requirements, and adjust settings until sample meets specifications
		1.7	Clean and maintain work area around machine or equipment to meet workplace requirements
2	Rectify machine operating problems	2.1	Use diagnostic procedures and tests to locate and identify machine faults
		2.2	Rectify machine operating problems using appropriate hand tools and measuring equipment
		2.3	Identify and report major problems in operation of machine to supervisor
		2.4	Identify and adjust or repair minor problems, within own skill level and scope of own role
		2.5	Apply environmental requirements and waste management procedures for safe disposal and recycling of waste
3	Communicate production information	3.1	Document setting records and maintenance work according to workplace procedures
		3.2	Interpret information about production status and problems from other operators, shifts and supervisory personnel
		3.3	Communicate information regarding production status and problems to other operators and supervisory personnel

Foundation Skills

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

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- Reading skills to interpret work instructions, product specifications and standard operating procedures
- Numeracy skills to set machine operating parameters
- Self-management skills to complete work systematically with attention to detail, and without damage to goods and equipment

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTEW2014A Perform machine setting and operational maintenance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX2011 Perform wool processing machine setting

Modification History

Release 1. Supersedes and is equivalent to LMTEW2014A Perform machine setting and operational maintenance.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- set up a wool processing machine on at least two occasions, including:
  - for a product change
  - after operational maintenance.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- wool processing machines and associated equipment for:
  - blending and carding
  - combing
  - gilling
  - finishing
  - bale pressing
  - scouring
  - superwash
  - backwash
  - carbonising
- operating principles of wool processing machines and associated equipment
- types of machine controls:
  - electronic
  - computer
  - mechanical
  - hydraulic
  - pneumatic
  - electrical
- technical specifications and location of repair manuals for specified machines
- wool processing machine settings and adjustment requirements
- typical fault conditions and relevant fault finding procedures

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- maintenance and repair processes and techniques
- workplace procedures and maintenance planning
- waste management procedures relating to machine operation
- product quality standards
- legal, ethical and work health and safety (WHS) requirements specific to the work tasks, including those relating to selecting and using personal protective equipment (PPE)
- general housekeeping policies and procedures, including cleaning agents and equipment used in machine setting activities.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - a workplace set up with equipment for processing wool
  - safety equipment, including PPE
  - standard operating procedures
- modelling of industry operating conditions, including product specifications and materials for processing.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX2012 Perform wool store operations

Modification History

Release 1. Supersedes and is equivalent to LMTEW2015A Perform wool store operations.

Application

This unit of competency describes the skills and knowledge required to receive, store, despatch and distribute wool in a wool store operation.

Work is conducted in small to large scale workplaces and may involve individual and team activities. Work is performed under routine supervision and may involve individual and team activities. Work is performed by employees working in a wool processing operation within defined procedures undertaking wool processing activities, including responsibility for the movement of wool bales in a wool store operation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Textile production

Elements and Performance Criteria

Elements Elements describe the essential outcomes.		**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element.	
1.	Prepare for work	1.1	Identify job requirements from specifications, job sheets and work instructions
		1.2	Follow standard operating procedures (SOPs)
		1.3	Identify work health and safety (WHS) requirements including required personal protective equipment (PPE)
		1.4	Read instructions and job sheets to determine bale movement requirements

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Elements		Performance Criteria	
		1.5	Select suitable bale handling equipment and PPE
2.	Perform receival, despatch and distribution procedures	2.1	Identify areas for marshalling and processing
		2.2	Safely use bale-handling equipment to move, place and stack bales in identified areas following workplace procedures
		2.3	Follow instructions, signs and labels for designated batches and specified purposes
		2.4	Perform minor maintenance and cleaning according to manufacturer specifications, workplace procedures and scope of own role
3.	Monitor movement and of quality	3.1	Apply workplace procedures for identifying incoming and outgoing bales
		3.2	Identify and apply workplace procedures for storing and moving product
		3.3	Identify, isolate and report deviations from required quality
		3.4	Apply environmental requirements and waste management procedures
4.	Communicate wool store information	4.1	Collect, interpret and apply instructions and information from required workplace personnel
		4.2	Relay information regarding operations in work area to other operators, shifts and supervisory personnel
		4.3	Complete records and other required receival, despatch and movement documentation according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Reading skills to interpret information included in work orders and instructions, cart-notes, dockets, signs, labels, tags, and standard operating procedures
- Oral communication skills to clarify instructions and relay information
- Self-management skills to organise work and complete tasks efficiently and effectively

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Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTEW2015A Perform wool store operations.

Links

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Assessment Requirements for MSTTX2012 Perform wool store operations

Modification History

Release 1. Supersedes and is equivalent to LMTEW2015A Perform wool store operations.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- performed wool store operations safely, over a period of one day or one shift, including:
  - loading, unloading, transporting and transferring wool bales
  - monitoring quality of wool bales
  - using suitable equipment
  - accurately completing work records.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- typical wool store operations
- operating principles of wool handling machines and associated equipment
- material-handling procedures and equipment relating to wool store operations in the performance evidence:
  - hand trolleys
  - pallet trucks
  - load shifting equipment
- quality standards regarding condition of goods and materials
- waste management procedures relating to wool store operations
- work health and safety (WHS) requirements and safe work practice specific to working in a wool store, including those relating to selecting and using personal protective equipment (PPE).

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - a wool store with wool bales
  - wool bale handling equipment

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- safety equipment, including PPE
- standard operating procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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MSTTX3013 Perform wool processing operations

Modification History

Release 1. New unit. Supersedes and is not equivalent to:

- LMTEW2001A Blend and open greasy wool
- LMTEW2002A Press and dump wool
- LMTEW2004A Perform wool combing
- LMTEW2005A Perform wool preparation using gilling machines
- LMTEW2006A Perform wool finishing
- LMTEW2007A Perform wool pressing operations
- LMTEW2008A Perform wool backwash process
- LMTEW2009A Perform wool scouring
- LMTEW2010A Perform wool carbonising
- LMTEW2011A Perform wool superwash
- LMTEW2013A Perform wool grease recovery and monitor waste disposal.

Application

This unit of competency describes the skills and knowledge required to set up and operate machines used for wool processing.

Work may be conducted in small to large scale workplaces and may involve individual and team activities. Work is performed by employees operating and maintaining one or more machines required for wool processing according to defined procedures. It may also involve supervision of a production section of an operation and may involve responsibility for a number of employees operating wool processing machinery.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

N/A

Unit Sector

Textile production

Elements and Performance Criteria

Elements	Performance criteria

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1.	Determine job requirements	1.1	Identify job requirements from specifications, job sheets and work instructions
		1.2	Locate and follow standard operating procedures (SOPs)
		1.3	Identify work health and safety (WHS) requirements, including required personal protective equipment (PPE)
		1.4	Locate wool to be processed
2.	Operate wool processing equipment	2.1	Set machine operating parameters to match job specification
		2.2	Start machinery and associated equipment according to WHS practices and workplace procedures
		2.3	Maintain supply of feed materials as required
		2.4	Remove by-products from machine as required
		2.5	Control process variables to ensure quality outcomes
		2.6	Stop and shut down equipment according to WHS practices and workplace standard procedures
3.	Monitor wool processing	3.1	Identify and interpret product quality standards during all stages of wool processing
		3.2	Visually inspect wool processing to ensure flow and blending consistency are maintained
		3.3	Recognise, isolate and report non-conforming outcomes and quality issues
		3.4	Take and prepare wool samples
		3.5	Consult required personnel to address quality issues
4.	Carry out operator maintenance	4.1	Identify, correct and report minor running problems according to workplace and equipment manufacturer procedures
		4.2	Report major machine, equipment or product faults according to workplace procedures
		4.3	Perform minor maintenance and cleaning according to manufacturer specifications, workplace procedures and scope of own role

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5.	Dispose of waste materials	5.1	Apply workplace lot change and run out procedures to keep waste to a minimum
		5.2	Dispose of machine waste of according to recycling, environmental and safety procedures
6.	Communicate processing information	6.1	Complete required records and documentation according to workplace procedures
		6.2	Interpret information regarding production status and problems from other operators, shifts and supervisory personnel
		6.3	Communicate information regarding production status and problems to other operators, shifts and supervisor

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.

- Reading skills to interpret work specifications, standard operating procedures and work instructions and other reference material
- Oral communication skills to interact effectively with other operators, technicians and supervisor
- Planning and organising skills to complete work systematically with attention to detail without damage to goods and equipment

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

Release 1. New unit. Supersedes and is not equivalent to:

- LMTEW2001A Blend and open greasy wool
- LMTEW2002A Press and dump wool
- LMTEW2004A Perform wool combing
- LMTEW2005A Perform wool preparation using gilling machines
- LMTEW2006A Perform wool finishing
- LMTEW2007A Perform wool pressing operations
- LMTEW2008A Perform wool backwash process
- LMTEW2009A Perform wool scouring
- LMTEW2010A Perform wool carbonising
- LMTEW2011A Perform wool superwash

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- LMTEW2013A Perform wool grease recovery and monitor waste disposal

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX3013 Perform wool processing operations

Modification History

Release 1. New unit. Supersedes and is not equivalent to:

- LMTEW2001A Blend and open greasy wool
- LMTEW2002A Press and dump wool
- LMTEW2004A Perform wool combing
- LMTEW2005A Perform wool preparation using gilling machines
- LMTEW2006A Perform wool finishing
- LMTEW2007A Perform wool pressing operations
- LMTEW2008A Perform wool backwash process
- LMTEW2009A Perform wool scouring
- LMTEW2010A Perform wool carbonising
- LMTEW2011A Perform wool superwash
- LMTEW2013A Perform wool grease recovery and monitor waste disposal.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- safely and effectively operated equipment to perform at least three of the following wool processing operations:
  - blending and opening greasy wool
  - pressing and dumping
  - combing
  - gilling
  - finishing
  - backwashing
  - scouring
  - carbonising
  - superwashing
  - wool grease recovery
- resolved minor processing issues as they arise during the three operations above.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- purpose and safe use of automatic and semi-automatic machines and equipment used in wool processing operations:

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  - double drum openers
  - decotting machines
  - bale breakers
  - combing machine
  - noil recovery systems
  - air filtration equipment
  - gilling machines
  - oil sprayers
  - hand tools, including bale hook and labelling equipment
  - conveyors
  - dryers
  - blending and opening systems
  - wool carbonising/scouring machines
  - waste disposal and dust extraction systems
  - dusters and crushers
  - stretch breaker
  - pre-draft gilling machine
  - wool grease separators
  - retention bowls and settling systems
  - associated fluid flow systems, valves and controls
- purpose and safe use of ancillary equipment used in wool processing operations:
  - weigh scales
  - farm bale presses, including manual, semi-automatic, and automatic
  - dump presses
  - sampling equipment, including core and grab machines
  - cleaning equipment
  - hand and power tools applicable to task
  - hand trolleys
  - pallet trucks
- safe use of detergents and chemicals used in wool processing
- machine setting and adjustment requirements
- wool types, including carded, combed, carpet and merino
- wool qualities, including fineness and colour
- typical wool contaminants
- product labelling requirements
- safe work practices for processing operation
- safety and environmental controls relevant to process
- general housekeeping policies and procedures including cleaning agents and equipment in wool processing operations.

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - a wool processing facility
  - safety equipment and standard operating procedures
- modelling of industry operating conditions, including access to wool for processing

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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AHCLSC308 Install metal structures and features

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to install metal structures and features as a component of landscape project works.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

Elements	Performance criteria
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and prepare work	1.1 Interpret plans and specifications

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Elements	**Performance criteria**
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.2 Check the quantity and quality of materials 1.3 Select tools and equipment and check for serviceability 1.4 Identify hazards, assess risks and implement controls 1.5 Select and use personal protective equipment (PPE)
2. Set out the site for the structure	2.1 Determine and locate services 2.2 Mark out the position of the structure or feature 2.3 Establish profiles to conform to nominated tolerances 2.4 Excavate and prepare footings according to the type of structure to be erected
3. Prepare and cut metal components	3.1 Lay components out for assembly 3.2 Mark the length of components and the positions of joins 3.3 Cut, check and join components in preparation for joining and assembly
4. Assemble and erect structure	4.1 Fix, join or assemble metal components into position and fix into place 4.2 Install remaining components and fix into position 4.3 Finish off structure to ensure all components are secure and complete 4.4 Apply coatings
5. Check quality of work and clean-up site	5.1 Inspect the quality of finished works to ensure they have met the required drawings and specifications standards 5.2 Clean debris from structure and site 5.3 Remove and dispose of all debris in a manner that minimises risk to the environment 5.4 Store unused metal components for future re-use 5.5 Clean, maintain and store tools and equipment

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCLSC308 Install metal structures and features Release 2	AHCLSC308 Install metal structures and features Release 1	Minor typographical error corrected	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCLSC308 Install metal structures and features

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan and prepare metal structures and features using plans and specifications
- mark out sites for metal structures and features using design drawings and specifications
- use surveying instruments
- establish levels and prepare footings
- excavate footings
- estimate quantities
- use power tools efficiently and safely
- measure and mark lengths of metal components
- fix, join or assemble metal components using a variety of recognised methods
- apply a variety of surface finishes.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of installing metal structures and features
- levelling principles and techniques
- footings for metal structures and their construction methods.

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Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AURVTT004 Trim vehicle components

Modification History

Release	Comment
Release 1	New unit of competency.

Application

This unit describes the performance outcomes required to calculate, mark, cut, sew and attach trim material to vehicle components. It involves preparing for the task, selecting and using specialist tools and equipment, selecting trim materials and checking their quality, developing material patterns, fabricating, assembling and attaching trim to components and checking trim against specifications, and completing workplace processes and documentation.

It applies to those working in the automotive and marine trimming industry.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Vehicle Body

Unit Sector

Technical - Trimming and Upholstery

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold and italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for work	1.1 Job requirements are determined from workplace instructions

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Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold and italicised text is used, further information is detailed in the range of conditions section.
	1.2 Trim materials are selected and inspected for quality 1.3 Safety data sheets (SDS) are sourced and interpreted 1.4 Hazards associated with the work are identified and risks are managed 1.5 ***Trim tools and equipment*** and personal protective equipment (PPE) are selected and checked for serviceability 1.6 Work is planned to minimise waste and use time efficiently
2. Measure, mark, cut and fabricate trim	2.1 Material patterns are developed and prepared for use 2.2 Trim materials are measured, marked and cut according to workplace instructions and prepared pattern 2.3 Trimming tools and equipment are used according to workplace procedures and ***safety and environmental requirements*** 2.4 Trim is fabricated according to work instructions and job requirements
3. Attach trim	3.1 Trim materials are fitted and checked for alignment, appearance and quality according to job specifications and workplace instructions 3.2 Trim materials are attached to vehicle component and checked against specifications
4. Complete work processes	4.1 Final inspection is made to ensure work meets workplace expectations and component is presented ready for use 4.2 Work area is cleaned, waste and non-recyclable materials are disposed of, and recyclable materials is collected and stored 4.3 Tools and equipment are checked, reported if faulty, and stored according to workplace procedures 4.4 Workplace documentation is processed according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance and are not explicit in the performance criteria.

Skills	**Description**

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Skills	Description
Learning skills to:	• locate appropriate sources of information efficiently.
Writing skills to:	• legibly and accurately fill out workplace documentation.
Oral communication skills to:	• clarify instructions and procedures • clearly report quality issues and job outcomes.

Numeracy skills to:	• use basic mathematical operations, including addition and subtraction, to calculate:
	  • fitting measurements
	  • quantities of required materials

Planning and organising skills to:	• plan own work requirements and prioritise actions to achieve required outcomes and ensure tasks are completed within workplace timeframes.
Technology skills to:	• use specialist trim tools and equipment.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

Trim tools and equipment must include:	• sewing machines • hand tools.

Safety and environmental requirements must include:	• work health and safety (WHS) and occupational health and safety (OHS) requirements, including procedures for:
	  • selecting and using PPE
	  • using SDS for trim materials
	  • using specialist tools and equipment
	  • manual handling techniques
	• environmental requirements, including procedures for storing and disposing of waste materials.

Unit Mapping Information

Equivalent to AURVTT2004 Trim vehicle components

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

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Assessment Requirements for AURVTT004 Trim vehicle components

Modification History

Release	Comment
Release 1	New unit of competency.

Performance Evidence

Before competency can be determined, individuals must demonstrate they can perform the following according to the standard defined in this unit's elements, performance criteria, range of conditions and foundation skills:

- manufacture and attach two different trim components.

Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- work health and safety (WHS) and occupational health and safety (OHS) requirements relating to trimming vehicle components, including procedures for:
  - selecting and using personal protective equipment (PPE)
  - using safety data sheets (SDS) for trim materials
  - using specialist tools and equipment
  - manual handling techniques
- environmental requirements, including procedures for storing and disposing of waste materials
- types and uses of trimming materials, including detection of faults and repair defects
- types and uses of specialist tools and equipment needed to manufacture and attach trim components
- techniques and procedures for trimming components, including:
  - measuring, marking and cutting
  - sewing techniques
  - trim removal and replacement
  - trim cleaning
- procedures for protecting vehicle and components when trimming components
- procedures for final inspection of trimmed component.

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Assessment Conditions

Assessors must satisfy NVR/AQTF assessor requirements.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessment must include direct observation of tasks.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the vehicle components that they have trimmed, e.g. work orders.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- automotive or marine trimming workplace or simulated workplace
- workplace instructions
- PPE required to trim components
- SDS for trim materials
- vehicle or components for trimming
- tools, equipment and materials appropriate for trimming vehicle components.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

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AURVTT014 Fabricate and fit marine covers

Modification History

Release	Comment
Release 1	New unit of competency.

Application

This unit describes the performance outcomes required to fabricate and fit covers for different marine applications. It involves preparing for the task, selecting and using specialist tools and equipment, selecting materials and checking their quality, following manufacturer and customer instructions, inspecting final work, and completing workplace processes and documentation.

It applies to those working in the marine trimming industry.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Vehicle body

Unit Sector

Technical - Trimming and Upholstery

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold and italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to fabricate	1.1 Job requirements are determined from workplace instructions

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Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold and italicised text is used, further information is detailed in the range of conditions section.
marine covers	1.2 Materials are selected and inspected for quality, and quantities are calculated 1.3 Hazards associated with the work are identified and risks are managed 1.4 Tools and equipment, including personal protective equipment (PPE), are selected for appropriate ***fabrication methods*** and checked for serviceability 1.5 Work area is prepared and work is planned to minimise waste and use time efficiently
2. Measure, mark out and cut materials	2.1 Templates and specialist tools and equipment are selected and used according to ***safety and environmental requirements*** 2.2 Materials are marked out and cut according to patterns, templates workplace instructions, manufacturer specifications and fitting requirements
3. Fabricate, fit and fasten marine covers	3.1 Marine covers are fabricated and assembled according to job requirements and workplace instructions 3.2 Marine covers are fitted and fastened without causing damage to vehicle or components 3.3 Fitted marine covers are checked for alignment and quality according to job requirements, workplace procedures and manufacturer specifications
4. Complete work processes	4.1 Final inspection is made to ensure work meets workplace expectations and component is presented ready for use 4.2 Work area is cleaned, waste and non-recyclable materials are disposed of, and recyclable material is collected and stored 4.3 Tools and equipment are checked, reported if faulty, and stored according to workplace procedures 4.4 Workplace documentation is processed according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance and are not explicit in the performance criteria.

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Skills	Description
Learning skills to:	• locate appropriate sources of information efficiently.
Writing skills to:	• legibly and accurately fill out workplace documentation.
Oral communication skills to:	• clarify instructions and procedures • clearly report quality issues and job outcomes.

Numeracy skills to:	• use basic mathematical operations, including addition and subtraction, to calculate:
	  • fitting measurements
	  • quantities of required materials.

Planning and organising skills to:	• plan own work requirements and prioritise actions to achieve required outcomes and ensure tasks are completed within workplace timeframes.
Technology skills to:	• use specialist tools and equipment.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

Fabrication methods must include:	• measuring, marking out and cutting • machine sewing • reinforcing and edge finishing • fastening, shaping and gluing • assembling and fitting.

Safety and environmental requirements must include:	• work health and safety (WHS) and occupational health and safety (OHS) requirements, including procedures for:
	  • selecting and using PPE
	  • using specialist tools and equipment
	  • manually handling marine components
	• environmental requirements, including procedures for storing and disposing of waste materials.

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Unit Mapping Information

Equivalent to AURVTT3014 Fabricate marine covers

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

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Assessment Requirements for AURVTT014 Fabricate and fit marine covers

Modification History

Release	Comment
Release 1	New unit of competency.

Performance Evidence

Before competency can be determined, individuals must demonstrate they can perform the following according to the standard defined in this unit's elements, performance criteria, range of conditions and foundation skills:

- fabricate and fit two marine covers to job specifications.

Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- work health and safety (WHS) and occupational health and safety (OHS) requirements relating to fabricating and fitting marine covers, including procedures for:
  - selecting and using personal protective equipment (PPE)
  - using specialist tools and equipment
  - manually handling marine components
- environmental requirements, including procedures for storing and disposing of waste materials
- type, use and basic maintenance of tools and equipment
- designs and styles of different types of covers
- types of materials and consumables and their applications, including:
  - fabrics
  - fasteners
  - adhesives
- methods and techniques for fabricating marine covers, including:
  - material selection
  - planning
  - measuring
  - marking out

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- cutting
- sewing
- making up and assembly
- fitting and fastening
- methods and techniques for fitting and fastening marine covers
- procedures for protecting vessel and components when fitting covers
- procedures for final inspection of fabricated and fitted marine covers.

Assessment Conditions

Assessors must satisfy NVR/AQTF assessor requirements.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessment must include direct observation of tasks.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the marine covers that they have fabricated and fitted, e.g. work orders.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- marine trimming workplace or simulated workplace
- workplace instructions
- PPE required to fabricate and fit marine covers
- materials required to fabricate and fit marine covers
- marine vessel or components that require covers to be fabricated and fitted
- tools, equipment and materials appropriate for fabricating and fitting marine covers.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

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AURVTT019 Fabricate and install automotive and marine frames, canopies and side curtains

Modification History

Release	Comment
Release 1	New unit of competency.

Application

This unit describes the performance outcomes required to measure, mark out and cut, fabricate and install automotive and marine frames, canopies and side curtains to manufacturer specifications and customer instructions. It involves preparing for the task, selecting and using specialist tools and equipment, selecting materials and checking their quality, and completing workplace processes and documentation.

It applies to those working in the automotive and marine trimming industry.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Vehicle Body

Unit Sector

Technical - Trimming and Upholstery

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold and italicised text is used, further information is detailed in the range of conditions section.

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Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold and italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for fabrication	1.1 Job requirements are determined from workplace instructions 1.2 Frame, components and ***materials*** are selected and inspected for quality 1.3 Hazards associated with the work are identified and risks are managed 1.4 Tools and equipment, including personal protective equipment (PPE), are selected and checked for serviceability 1.5 Work is planned to minimise waste and use time efficiently
2. Undertake fabrication and installation activities	2.1 Material is measured, marked out and cut according to job requirements and workplace instructions 2.2 Specialist tools and equipment are used according to ***safety and environmental requirements*** 2.3 Frame, canopies and side curtains are fabricated and assembled according to job requirements, workplace procedures, and safety and environmental requirements 2.4 Frame, canopies and side curtains are installed and fastened according to workplace procedures and without causing damage to vehicle, vessel or components 2.5 Installation and fastening are checked for correct operational requirements
3. Complete work processes	3.1 Final inspection is made to ensure work meets workplace expectations and vehicle or vessel is presented ready for use 3.2 Work area is cleaned, waste and non-recyclable materials are disposed of, and recyclable material is collected and stored 3.3 Tools and equipment are checked, reported if faulty, and stored according to workplace procedures 3.4 Workplace documentation is processed according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance and are not explicit in the performance criteria.

Skills	**Description**

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Skills	Description
Learning skills to:	• locate appropriate sources of information efficiently.
Writing skills to:	• legibly and accurately fill out workplace documentation.
Oral communication skills to:	• clarify instructions and procedures • clearly report quality issues and job outcomes.

Numeracy skills to:	• use basic mathematical operations, including addition and subtraction, to calculate:
	  • quantities of required materials
	  • fitting measurements.

Planning and organising skills to:	• plan own work requirements and prioritise actions to achieve required outcomes and ensure tasks are completed within workplace timeframes.
Technology skills to:	• use specialist tools and equipment.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

Materials must include:	• adhesives • polyvinyl chloride (PVC) • canvas • aluminium or stainless steel tubing • fasteners • bindings and zippers.

Safety and environmental requirements must include:	• work health and safety (WHS) and occupational health and safety (OHS) requirements, including procedures for:
	  • selecting and using PPE
	  • using specialist tools and equipment
	  • manual handling components
	• environmental requirements, including procedures for storing and disposing of waste materials.

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Unit Mapping Information

Equivalent to AURVTT3019 Fabricate and install canopies and curtains

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

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Assessment Requirements for AURVTT019 Fabricate and install automotive and marine frames, canopies and side curtains

Modification History

Release	Comment
Release 1	New unit of competency.

Performance Evidence

Before competency can be determined, individuals must demonstrate they can perform the following according to the standard defined in this unit's elements, performance criteria, range of conditions and foundation skills:

- fabricate one automotive or marine frame, canopy and side curtain to specifications.

Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- work health and safety (WHS) and occupational health and safety (OHS) requirements relating to fabricating and installing automotive and marine frames, canopies and side curtains, including procedures for:
  - selecting and using personal protective equipment (PPE)
  - using specialist tools and equipment
  - manual handling components
- environmental requirements, including procedures for storing and disposing of waste materials.
- types of frames, canopies and side curtains, including:
  - materials
  - methods of operation
  - component parts
- type, use and basic maintenance of sewing tools and equipment
- types of materials and consumables and their applications, including:
  - fabrics
  - fasteners
  - adhesives

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- methods and techniques for fabricating and installing frames, canopies and side curtains hoods, including:
  - selecting material
  - planning
  - measuring
  - marking out
  - cutting
  - sewing, including:
    - seams
    - attachments
    - bindings, zippers and pockets
  - using adhesives
  - fabricating and assembling frames, canopies and side curtains
  - fitting and fastening
- quality standards relating to fabricating and installing frames, canopies and side curtains
- procedures for protecting vehicle, vessel and components when installing frames, canopies and side curtains
- procedures for final inspection of fabricated and installed frames, canopies and side curtains.

Assessment Conditions

Assessors must satisfy NVR/AQTF assessor requirements.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessment must include direct observation of tasks.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the frames, canopies and side curtains that they have fabricated and installed, e.g. work orders.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- automotive or marine trimming workplace or simulated workplace
- workplace instructions
- PPE required to fabricate and install a frame, canopy and side curtain

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- materials to fabricate and install a frame, canopy and side curtain
- automotive or marine vessel or simulated jig requiring frame, canopy and side curtain to be fabricated and installed
- tools, equipment and materials appropriate for fabricating and installing frames, canopies and side curtains.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

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AURVTT020 Select and use leather in automotive and marine trimming

Modification History

Release	Comment
Release 1	New unit of competency.

Application

This unit describes the performance outcomes required to identify, select and use leather in the trimming of automotive and marine components. It involves preparing for the task, selecting and using specialist tools and equipment, checking leather quality, calculating required quantities, matching leather, fabricating and attaching covers and trim to manufacturer and customer instructions, and completing workplace processes and documentation.

It applies to those working in the automotive and marine trimming industry.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Competency Field

Vehicle Body

Unit Sector

Technical - Trimming and Upholstery

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Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold and italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to use leather trimming	1.1 Job requirements are determined from workplace instructions 1.2 Adhesive safety data sheet (SDS) information is accessed and interpreted 1.3 ***Materials*** are selected and inspected for quality, and quantities are calculated 1.4 Hazards associated with the work are identified and risks are managed 1.5 ***Trimming tools and equipment*** and personal protective equipment (PPE) are selected and checked for serviceability 1.6 Work and cutting are planned to minimise waste and use time efficiently
2. Fabricate leather components	2.1 ***Leather features and characteristics*** are checked carefully prior to cutting and are matched against workplace instructions 2.2 Leather pieces are laid and marked out in sequence according to developed cutting plan and ***safety and environmental requirements*** 2.3 Leather pieces are cut according to cutting plan and using predetermined measurements or patterns 2.4 Leather is sewn to produce required range of trimming components
3. Attach leather to vehicle, vessel or component	3.1 Leather component is positioned and checked prior to being attached to ensure correct fit 3.2 Leather is attached using most appropriate method and according to workplace procedures and job requirement
4. Complete work processes	4.1 Final inspection is made to ensure work meets workplace expectations and component is presented ready for use 4.2 Work area is cleaned, waste and non-recyclable materials are disposed of, and recyclable material is collected and stored 4.3 Tools and equipment are checked, reported if faulty, and stored according to workplace procedures 4.4 Workplace documentation is processed according to workplace procedures

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance and are not explicit in the performance criteria.

Skills	Description
Learning skills to:	• locate appropriate sources of information efficiently.
Writing skills to:	• legibly and accurately fill out workplace documentation.
Oral communication skills to:	• clarify instructions and procedures • clearly report quality issues and job outcomes.

Numeracy skills to:	• use basic mathematical operations, including addition and subtraction, to calculate:
	  • fitting measurements in metric and imperial systems
	  • quantities of leather and materials.

Planning and organising skills to:	• plan own work requirements and prioritise actions to achieve required outcomes and ensure tasks are completed within workplace timeframes.
Technology skills to:	• use specialist equipment.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

Materials must include:	• leather hides • patterns • trimming materials • cleaning materials • adhesives.
Trimming tools and equipment must include:	• sewing machines • trimming hand and power tools.
Leather features and characteristics must include:	• natural markings • colour variation • flexibility

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	• corrected grain • quality • wear quality and stress.

Safety and environmental requirements must include:	• work health and safety (WHS) and occupational health and safety (OHS) requirements, including procedures for:
	  • selecting and using PPE
	  • using SDS information relating to adhesives
	  • using specialist tools and equipment
	  • manually handling leather materials
	• environmental requirements, including procedures for storing and disposing of waste materials.

Unit Mapping Information

Equivalent to AURVTT3020 Select and use leather in trimming

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

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Assessment Requirements for AURVTT020 Select and use leather in automotive and marine trimming

Modification History

Release	Comment
Release 1	New unit of competency.

Performance Evidence

Before competency can be determined, individuals must demonstrate they can perform the following according to the standard defined in this unit's elements, performance criteria, range of conditions and foundation skills:

- fabricate one leather seat cover and one trim component for a vehicle or vessel.

Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- work health and safety (WHS) and occupational health and safety (OHS) requirements relating to selecting and using leather in automotive and marine trimming, including procedures for:
  - selecting and using personal protective equipment (PPE)
  - using safety data sheet (SDS) information relating to adhesives
  - using specialist tools and equipment
  - manually handling leather materials
- environmental requirements, including procedures for storing and disposing of waste materials
- technical characteristics and features of leather and criteria for their selection
- procedures for tanning leather
- type, use and basic maintenance of sewing and trimming tools and equipment
- methods and techniques for fabricating leather, including:
  - selecting and preparing leather hide
  - planning
  - measuring and calculating leather quantities
  - marking out and using patterns
  - cutting

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  - sewing
  - using adhesives
- fitting and fastening
- procedures for cleaning leather
- procedures for protecting vehicle, vessel and components when using trimming
- procedures for final inspection of leather trimming components.

Assessment Conditions

Assessors must satisfy NVR/AQTF assessor requirements.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessment must include direct observation of tasks.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the automotive and marine trimming they have made using leather, e.g. work orders.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- automotive or marine trimming workplace or simulated workplace
- workplace instructions
- PPE required to fabricate leather components
- leather and materials to carry out trimming activities
- component of one vehicle or vessel requiring leather trim
- tools, equipment and materials appropriate for selecting and using leather in automotive and marine trimming.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

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BSBCUS201 Deliver a service to customers

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback.

It applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of customer service in a defined context under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Stakeholder Relations – Customer Service

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Establish contact with customers	1.1 Acknowledge and greet customer in a professional, courteous and concise manner according to organisational and legislative requirements 1.2 Maintain personal dress and presentation in line with organisational requirements 1.3 Communicate using appropriate interpersonal skills to facilitate accurate and relevant exchange of information

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Maintain sensitivity to customer specific needs and any cultural, family and individual differences 1.5 Establish rapport/relationship with customer and express a genuine interest in customer needs/requirements
2 Identify customer needs	2.1 Use appropriate questioning and active listening to determine customer needs 2.2 Assess customer needs for urgency to identify priorities for service delivery 2.3 Provide customer with information about available options for meeting customer needs and assist customer to identify preferred option/s 2.4 Identify personal limitations in addressing customer needs and seek assistance from designated persons where required
3 Deliver service to customers	3.1 Provide prompt customer service to meet identified needs according to organisational requirements 3.2 Provide information regarding problems and delays, and follow-up within appropriate timeframes as necessary 3.3 Communicate with customers in a clear, concise and courteous manner 3.4 Identify opportunities to enhance the quality of service and products, and take action to improve the service whenever possible
4 Process customer feedback	4.1 Promptly recognise customer feedback and handle sensitively according to organisational and legislative requirements 4.2 Accurately record any feedback and communication between customers and the organisation according to organisational standards, policies and procedures and legislative requirements 4.3 Identify any unmet customer needs and discuss suitability of other products/services 4.4 Support customers to make contact with other services according to organisational policies and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1, 1.2, 3.1, 4.1, 4.2, 4.4	• Understands requirements in organisational policy and procedure documents • Interprets product and service information in a range of formats to provide customer advice
Writing	4.2	• Records customer information according to organisational requirements
Oral Communication	1.1, 1.3, 1.4, 1.5, 2.1-2.4, 3.2, 3.3, 4.3	• Provides information or advice using structure and language to suit the audience • Asks questions and listens to gain information or confirm understanding
Navigate the world of work	1.1, 1.2, 3.1, 4.1, 4.2, 4.4	• Follows organisational procedures and practices relevant to own role
Interact with others	1.1, 1.3-1.5, 2.1-2.4, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4	• Uses accepted communication practices to establish connections, build rapport and develop professional working relationships • Adjusts personal communication style in response to the opinions, values and particular needs of others
Get the work done	3.2, 3.4, 4.1- 4.3	• Addresses routine problems in familiar work contexts • Recognises opportunities to enhance work practices and outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCUS201 Deliver a service to customers	BSBCUS201B Deliver a service to customers	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUS201 Deliver a service to customers

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- greet customer and establish rapport/relationship in accordance with organisational requirements
- identify customer needs using appropriate interpersonal skills
- provide prompt service to address customer needs in accordance with organisational requirements
- identify and follow up opportunities to increase the quality of service and products
- respond to and record all customer feedback according to organisational standards, policies and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and briefly describe key provisions of relevant legislation from all forms of government that apply to provision of customer services
- identify and explain workplace organisational policies and procedures relating to customer service and the customer service process.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:

- office equipment and technology
- workplace documents, organisational policies and procedures for customer service

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- examples of customer complaints and feedback
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBDES202 Evaluate the nature of design in a specific industry context

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to examine and consider the design process in a particular industry.

It applies to individuals working in any context, who need to develop a basic appreciation and knowledge of the way design works in a particular industry, and of its potential impacts on industry and individual work practice.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Design – Design Process

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Source information on design in given industry context	1.1 Investigate the nature, history, role and importance of design in the industry 1.2 Evaluate roles played by designers and other contributors in design process 1.3 Source information on impact of technology on design in the industry

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ELEMENT	PERFORMANCE CRITERIA
2 Examine links between design and own work	2.1 Investigate impact of design on own work 2.2 Consider role of individual workers across the industry in affecting future design directions
3 Keep up-to-date with industry design trends	3.1 Identify and access opportunities to maintain currency of knowledge about industry design trends 3.2 Evaluate how design trends affect the overall industry and how it operates 3.3 Share information and proactively discuss emerging trends with work colleagues 3.4 Identify trends that will impact on own work and seek opportunities to develop appropriate skills

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1, 3.4	• Identifies and uses opportunities to maintain and improve skills and knowledge
Reading	1.1, 1.3, 3.1	• Reviews textual information from a range of sources to identify relevant information
Writing	3.3	• Prepares specific information using clear and appropriate language to present to other personnel
Oral Communication	3.3	• Participates in verbal exchanges using vocabulary, style and tone appropriate to audience • Uses listening techniques to clarify understanding
Interact with others	3.3	• Collaborates with others to achieve shared goals
Get the work done	1.1-1.3, 2.1, 2.2, 3.2, 3.4	• Plans routine tasks with familiar goals and outcomes • Takes responsibility for routine low-impact decisions within familiar situations • Identifies ideas in use in other contexts and considers how they might be applied in own context with minimal adjustment • Recognises and applies some general design and

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		operating principles of digital tools to inform design work

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBDES202 Evaluate the nature of design in a specific industry context	BSBDES202A Evaluate the nature of design in a specific industry context	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBDES202 Evaluate the nature of design in a specific industry context

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify and interpret a range of information sources on design and apply concepts to own work
- seek opportunities to maintain currency of industry trends and design skills and share information with colleagues.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- investigate and explain consumer/end-user expectations
- explain current and emerging technologies and their effects on design in the industry
- identify influential designers, both past and present
- describe major design trends in the industry
- explain and describe the role of design in a given industry context.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to:

- office equipment and resources
- sources of information on design in a specific industry context.

Assessors must satisfy NVR/AQTF assessor requirements.

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBDES301 Explore the use of colour

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to explore the use of colour and to apply colour theory.

It applies to individuals whose work involves understanding and applying the effective use of colour.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Design – Design Process

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Source information on colour and colour theory	1.1 Identify and access sources of information on colour and colour theory 1.2 Evaluate and collate information to build knowledge of colour and its application in different contexts
2 Experiment with colour	2.1 Test different colours and colour-combinations through experimentation 2.2 Use own ideas as a way of testing, challenging or confirming colour theory

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Ensure safe use of materials, tools and equipment during experimentation with colour
3 Communicate concepts and ideas through use of colour	3.1 Investigate how colour might be used to communicate a particular idea or concept 3.2 Select materials, tools and equipment relevant to the idea or concept 3.3 Apply colour to communicate the concept or idea based on own knowledge of colour and colour theory 3.4 Review and reflect on own use of colour and what it communicates 3.5 Seek and obtain feedback from others about the way colour has been used and its success in communicating the concept or idea 3.6 Present and store work any samples in a way which takes account of the need for professional presentation and potential relevance for future work

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.3, 3.1	• Evaluates and integrates facts and descriptions of colour from a range of texts including text embedded in visual media
Writing	1.2, 3.6	• Produces a range of text types using appropriate vocabulary, grammatical structure and conventions • Applies basic referencing and sequencing of professional and archival resources
Oral Communication	1.1, 3.5	• Presents ideas, asks questions and listens, to seek feedback or generate ideas
Numeracy	2.1	• Selects and uses mathematical information for measurement and volume
Navigate the world of work	2.3	• Takes some personal responsibility for adherence to legal and regulatory requirements with specific reference to safety

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Get the work done	1.1, 1.2, 2.1, 2.2, 3.1-3.4, 3.6	• Plans, sequences and implements tasks required to achieve outcomes • Takes responsibility for routine low-impact decisions within familiar situations • Evaluates effectiveness of decisions on how well they meet stated goals • Contributes to the design of new approaches within immediate work environment • Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBDES301 Explore the use of colour	BSBDES301A Explore the use of colour	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBDES301 Explore the use of colour

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- research information on colour and colour theory to inform work
- experiment with different colours and techniques to communicate a concept or idea
- review completed work and present and store samples for future reference.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain colour attributes and colour relationships
- describe and interpret different colour theories and their applications in different contexts
- describe individual interpretation and choice in relation to the use of colour, and the potential limitations of theory
- identify different materials, tools and equipment required to experiment with colour
- describe ways other practitioners use colour in their work.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to:

- office equipment and resources
- materials, resources and equipment needed to apply colour in the relevant work context.

Assessors must satisfy NVR/AQTF assessor requirements.

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBDES302 Explore and apply the creative design process to 2D forms

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to explore and creatively apply the design process to the development of two-dimensional (2D) forms.

It applies to individuals who apply the creative design process to the development of 2D forms. The unit underpins many other specialised design units.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Design – Design Process

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Source information on 2D design	1.1 Identify and access relevant sources of information on 2D design 1.2 Evaluate and collate information to build knowledge of 2D design
2 Explore the creative design process for 2D forms	2.1 Use creative thinking techniques to generate a range of ideas and options 2.2 Use experimentation to explore and challenge a range of

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ELEMENT	PERFORMANCE CRITERIA
	different ideas 2.3 Challenge assumptions, reflect on ideas and refine approaches 2.4 Consciously change perspective, and evaluate ideas and situations in new ways
3 Communicate concepts or ideas through application of design processes to 2D forms	3.1 Investigate and reflect on how a particular concept or idea might be communicated in 2D 3.2 Select materials, tools and equipment relevant to the realisation of the concept or idea 3.3 Apply a creative design process to produce a range of 2D concept realisations 3.4 Reflect on own application of design process and success in communicating the concept or idea 3.5 Seek and obtain feedback from others about the 2D form and its success in communicating the concept or idea 3.6 Present and store concept realisations or samples in a format which takes account of the need for professional presentation and the work's potential value for future jobs

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 3.1	• Interprets textual information from relevant sources to determine and adhere to requirements
Writing	2.1, 3.6	• Produces a range of text types using appropriate vocabulary, grammatical structure and referencing conventions
Oral Communication	2.1, 2.2, 2.3, 3.5	• Participates in verbal exchanges using vocabulary, style and tone appropriate to audience • Uses listening techniques to clarify understanding
Numeracy	3.1, 3.3, 3.5	• Performs mathematical calculations to produce 2D designs
Get the work done	1.1, 1.2, 2.1-2.4, 3.1-3.4, 3.6	• Plans and organises tasks required to achieve required outcomes

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		• Identifies ideas in use in other contexts and considers how they might be applied in own context • Selects new ideas that may improve a process in immediate work context • Takes responsibility for routine low-impact decisions within familiar situations • Evaluates effectiveness of decisions on how well they meet stated goals

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBDES302 Explore and apply the creative design process to 2D forms	BSBDES302A Explore and apply the creative design process to 2D forms	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBDES302 Explore and apply the creative design process to 2D forms

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce a range of samples or concept realisations which demonstrate creative thinking techniques and experimentation processes based on available resource materials
- review own work to determine future improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify creative thinking techniques that can be used as part of the design process
- describe the elements and principles of design as applied to two-dimensional (2D) forms
- list materials, tools and equipment required for the design of 2D forms in the relevant work context
- describe the notion of individual interpretation and choice within the design process
- explain the particular challenges that may arise in the design of 2D forms.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to the materials, resources and equipment needed to apply design processes to 2D forms.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINT301 Apply knowledge of the international trade environment to complete work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to complete work in an international trade context based on a demonstrated knowledge of the international trade environment.

It applies to individuals who work under the supervision of a more experienced colleague in various international work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge accessed from a variety of sources both internal and external to the workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – International Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify international and Australian regulatory bodies and their roles and responsibilities	1.1 Assess personal knowledge of relevant international and Australian regulatory bodies, their roles and responsibilities, and the required skills in applying this knowledge, to determine currency and adequacy 1.2 Identify knowledge and skill gaps

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Seek assistance as required to identify relevant bodies, their roles and responsibilities and their impact on own work 1.4 Undertake learning to ensure currency and adequacy of knowledge and skills concerning regulatory bodies, their roles and responsibilities and their impact on own work
2. Identify significant trade routes and modes of transport	2.1 Assess personal knowledge of significant trade routes and modes of transport and the required skills in applying this knowledge, to determine currency and adequacy 2.2 Identify knowledge and skills gaps 2.3 Seek assistance as required to identify significant trade routes and modes of transport, and their impact on own work 2.4 Undertake learning to ensure currency and adequacy of knowledge and skills concerning significant trade routes and modes of transport, and their impact on own work
3. Investigate available sources of information on international trade	3.1 Determine specific needs for information 3.2 Access organisation's resources to meet information requirements 3.3 Use information to address specific work needs and to identify further information requirements 3.4 Access external information resources to meet further information requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1, 1.2, 1.4, 2.1, 2.2, 2.4	• Assesses personal knowledge and identifies opportunities to update knowledge and skills to improve own work practices
Reading	1.1, 1.3, 1.4, 2.1, 2.3, 2.4, 3.1-3.4	• Identifies and comprehends relevant information from a range of texts to aid in determining needs and requirements
Writing	1.1, 1.4, 2.1, 2.4, 3.3	• Documents results of research and learning activities for future reference

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Oral Communication	1.3, 1.4, 2.3, 2.4	• Uses appropriate vocabulary and non-verbal features during learning activities • Uses listening and questioning skills to seek and clarify information
Navigate the world of work	1.1, 1.3, 1.4	• Builds knowledge of regulatory framework within own work context and to achieve desired outcomes
Interact with others	1.3, 1.4, 2.3, 2.4	• Interacts effectively when seeking assistance and advice from relevant personnel and industry bodies • Collaborates with other more experienced work colleagues to supplement knowledge and achieve outcomes
Get the work done	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1-3.4	• Plans, organises and implements tasks required to achieve required outcomes • Uses analytical skills to evaluate knowledge or skill gaps and decide on appropriate methods to address these gaps

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINT301 Apply knowledge of the international trade environment to complete work	BSBINT301B Apply knowledge of the international trade environment to complete work	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINT301 Apply knowledge of the international trade environment to complete work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- determine information needs as assigned by senior members of the organisation using a variety of internal and external sources to gather information
- submit examples of completed tasks that apply knowledge of international and Australian regulatory bodies, their roles and responsibilities and significant trade routes and modes of transport
- carry out self-assessment to address gaps in knowledge or skills.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify significant trade routes and modes of transport
- outline relevant international and Australian regulatory bodies, their roles and responsibilities
- explain the historical and contemporary context of trade, particularly as this affects Australian trade
- outline internal and external information sources related to regulatory bodies, trade routes and transport modes.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – international business field of work and include access to:

- office equipment and resources

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- relevant documentation
- case studies or scenarios relating to international trade.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINT302 Apply knowledge of legislation relevant to international trade to complete work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to complete work in the context of legislation relevant to international trade.

It applies to individuals who work under the supervision of a more experienced colleague in various international work contexts. They may exercise discretion and judgement using appropriate knowledge of legislation relevant to international trade.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – International Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Identify legislative requirements	1.1 Seek assistance to identify current information about range of legislation, regulations and codes of practice relating to own work 1.2 Access organisation's procedures and practices to facilitate compliance with relevant legislation and clarify with others in the workplace as required 1.3 Seek assistance in applying relevant legislation to own work

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ELEMENT	PERFORMANCE CRITERIA
2 Comply with legislative requirements	2.1 Clarify compliance requirements with others within the workplace to confirm understanding and ensure consistency of application 2.2 Seek assistance as required to meet compliance requirements while completing assigned tasks 2.3 Check completed assigned tasks with others in the workplace to ensure compliance with legislative requirements
3 Report possible incidents of non-compliance	3.1 Determine and clarify workplace procedures for reporting incidents of non-compliance as required 3.2 Report possible incidents of non-compliance in line with workplace procedures 3.3 Use incidents of non-compliance and possible implications of non-compliance to guide own work practices

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.3, 3.1	• Identifies and analyses information in organisational and legislative documents
Writing	3.2	• Prepares workplace documents in accordance with organisational formats
Oral Communication	1.1-1.3, 2.1-2.3, 3.1, 3.2	• Participates in spoken exchanges using appropriate vocabulary and non-verbal features to seek assistance • Uses listening and questioning skills to seek and clarify information
Navigate the world of work	1.2, 1.3, 2.1-2.3, 3.3	• Recognises and applies knowledge of regulatory compliance framework and organisational requirements relating to own work
Interact with others	1.1, 1.3, 2.1-2.3, 3.1, 3.2	• Selects the appropriate form and mode of communication when gathering, clarifying and providing information taking into account purpose and audience • Recognises limitations of own knowledge and skills and collaborates with more experienced work

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		colleagues to achieve outcomes
Get the work done	1.2, 2.2, 3.1-3.3	• Plans, organises and implements tasks required to achieve outcomes according to organisational requirements, seeking assistance as necessary • Uses problem-solving skills to analyse and evaluate potential issues and decide on appropriate actions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINT302 Apply knowledge of legislation relevant to international trade to complete work	BSBINT302B Apply knowledge of legislation relevant to international trade to complete work	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINT302 Apply knowledge of legislation relevant to international trade to complete work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- maintain compliance with regulatory and policy requirements
- report possible incidents of non-compliance
- seek assistance to clarify compliance requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and provide an overview of key provisions of relevant legislation, codes of practice and national standards that affect international trade
- outline organisational policies and procedures relating to compliance
- explain the implications of non-compliance.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – international business field of work and include access to:

- office equipment and resources
- relevant documentation
- case studies or scenarios relating to international trade.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINT405 Apply knowledge of import and export international conventions, laws and finance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to maintain currency of knowledge and skills on international conventions, laws and finance to apply these to import and export responsibilities.

It applies to individuals with a broad knowledge of international trade who need to maintain relevant knowledge and skills by recognising the limits of their own experience and knowledge, and organise learning to collect, analyse, apply and review information required for specific complex tasks or projects.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – International Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Maintain currency of knowledge and skills	1.1 Assess personal knowledge of relevant international conventions, laws and finance and the required skills in applying this knowledge to determine currency and adequacy 1.2 Identify skills and knowledge gaps 1.3 Undertake learning to ensure currency and adequacy of knowledge

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ELEMENT	PERFORMANCE CRITERIA
	and skills in applying international conventions, laws and finance to own work
2 Identify information requirements and access available information	2.1 Determine specific needs for information 2.2 Access organisation's resources to meet information requirements 2.3 Use information to address specific work needs and to identify further information requirements 2.4 Access external information resources to meet further information requirements
3 Interpret, analyse and apply available information	3.1 Collect and collate available information for analysis 3.2 Interpret, analyse and process available information to obtain required knowledge 3.3 Seek assistance of specialist experts, if required, to interpret, analyse and synthesise required information 3.4 Use information and knowledge to facilitate import and export of goods in compliance with relevant Australian and overseas legislation, trade conventions and agreements, and international financing arrangements
4 Review research and analysis process	4.1 Use and review information and knowledge to facilitate import and export of goods for effectiveness 4.2 Document review findings for future use in import and export of goods 4.3 Identify skill and knowledge gaps and undertake further learning

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1, 1.2, 1.3, 4.3	• Extends own professional development to ensure adequacy and currency of skills and knowledge
Reading	1.1-1.3, 2.2-2.4, 3.1, 3.2, 3.4, 4.1, 4.3	• Gathers, interprets and analyses complex textual information to contextualise it to requirements
Writing	1.2, 1.3, 2.1, 2.3,	• Takes notes for personal use

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	3.1, 3.2, 3.4, 4.1, 4.2	• Uses clear and specialised language to accurately document requirements and outcomes
Oral Communication	3.3	• Participates in verbal exchanges using appropriate language and non-verbal features • Elicits the views and opinions of others by listening and questioning
Navigate the world of work	1.1, 1.3, 2.2, 2.3 2.4, 3.4	• Appreciates the implications of legal and regulatory responsibilities related to own work
Interact with others	3.3	• Seeks guidance and expertise of others when required
Get the work done	1.1-1.3, 2.2, 2.4, 3.1, 3.2, 4.2	• Uses logically sequenced steps to plan and implement tasks related to own work • Uses analytical processes to decide on a course of action, establishing criteria for deciding between options and seeking input and advice from others before taking action when necessary • Uses review processes to reflect on ways practices may be improved in the future

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINT405 Apply knowledge of import and export international conventions, laws and finance	BSBINT405B Apply knowledge of import and export international conventions, laws and finance	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINT405 Apply knowledge of import and export international conventions, laws and finance

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify ongoing learning needs in relation to international conventions, laws and financial matters that impact on import/export responsibilities
- identify processes or opportunities to gain the necessary information
- use and manage opportunities to gain the necessary information.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the types of learning opportunities available in the organisation and how to access them
- explain the key provisions of legislation, codes of practice, standards or conventions relevant to international transactions.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – international business field of work and include access to:

- resource collections
- office equipment and resources
- relevant workplace documents.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

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BSBINT409 Plan for international trade

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to effectively plan for the international trade of goods.

It applies to individuals with the skills and knowledge to evaluate options when planning for the international trade of goods. The planning activity will usually be in the context of providing a preliminary quotation, a quotation, supplementary advice on a quotation, or when evaluating a freight contract received from a buyer or seller.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Evaluate the most appropriate transport method, route and protection/security options according to cargo and delivery requirements	1.1 Ascertain business context of cargo movement 1.2 Examine factors to be considered in route/mode selection 1.3 Evaluate conditions and risks of different routes in relation to delivery requirements 1.4 Utilise resources that provide information on the current service status of particular transport routes
2 Review shipping and airfreight services available for transporting cargo	2.1 Identify airlines and air cargo services operating in and out of Australia 2.2 Compare configuration and carrying capacity of different types of aircraft

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Identify shipping services and types of ocean vessels operating in and out of Australia 2.4 Compare different types of shipping services 2.5 Compare configurations and carrying capacities of different types of ocean vessels
3 Evaluate packing, marking and stowage requirements for a variety of cargo	3.1 Analyse and prepare protection, presentation and preservation requirements 3.2 Analyse range of containers available for international cargo and evaluate for use 3.3 Evaluate marking requirements and prepare correct marking advice 3.4 Identify risk factors in relation to packing and storing of goods for transportation, and select appropriate options
4 Calculate international freight and other shipment costs	4.1 Examine and apply types of rates, volume-to-weight ratio factors, volume rules including rounding off and allowable projections, principles and methods of rating cargo for international carriage by sea 4.2 Take into account, variations in calculating shipping charges caused by surcharges and other variants 4.3 Calculate and compare costs of shipping a variety of goods by several types of ocean service 4.4 Examine and apply types of rates, volume-to-weight ratio factors, volume rules including rounding off, principles and methods of rating cargo for international carriage by air 4.5 Explain variations in calculating airfreight charges caused by the applicability of TACT rates, fuel surcharges, other variants, and exchange rates 4.6 Calculate and compare costs of shipping a variety of goods by different air cargo services 4.7 Investigate and communicate postal and courier freight rates and size/weight factors and limitations 4.8 Investigate and communicate rates and costs associated with chartering vessels and aircraft 4.9 Investigate and communicate rating principles and methods used in domestic, sea, road, rail and air transport 4.10 Investigate all standard and extraordinary ancillary shipment costs on a door-to-door basis applicable in each mode 4.11 Investigate and communicate the total cost concept and other

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ELEMENT	PERFORMANCE CRITERIA
	factors that may determine whether cargo is carried by air or sea, or a combination of both (multimodal transport)
5 Identify cargo insurance and claim requirements for goods	5.1 Evaluate the need for cargo insurance 5.2 Investigate the standard types of cover arrangements used by underwriters 5.3 Identify documents to be lodged with carriers, forwarders, insurance underwriters and customs in cargo loss or damage situations and complete for a hypothetical situation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1-2.5, 3.1-3.4, 4.1, 4.2, 4.4, 4.7, 4.8, 4.10, 4.11, 5.1-5.3	• Interprets textual information from a range of sources to determine how content may be applied when planning for international trade
Writing	3.1, 3.3, 4.7-4.9, 4.11, 5.3	• Produces documentation for particular purposes using clear and specific language and required structure • Completes forms and other documents required for international trade
Oral Communication	4.5, 4.7-4.9, 4.11	• Explains complex information using language appropriate to audience and environment
Numeracy	1.1, 1.2, 2.2, 2.5, 4.1-4.11, 5.1	• Analyses numerical information and calculates costs associated with international trade of goods
Interact with others	4.5, 4.7-4.9, 4.11	• Selects and uses appropriate conventions and protocols when communicating in a range of familiar work contexts
Get the work done	1.1-1.4, 2.1-2.5, 3.1-3.4, 4.1-4.11, 5.1-5.3	• Uses logically sequenced steps to plan and coordinate tasks required to achieve outcomes • Uses problem-solving processes in complex situations, gathering and evaluating relevant information before deciding on transport options

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINT409 Plan for international trade	BSBINT409B Plan for international trade	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINT409 Plan for international trade

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- choose appropriate transport modes, routes and securing options
- demonstrate successful preparation for international transport for different types of general cargo
- document completed quotations, supplementary quotations, budget or expressions of interest prepared for an external client or own workplace.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline legislation, codes of practice and standards relevant to international trade
- outline organisational policies and procedures relating to international trade
- outline risk factors in relation to packing and storing of goods for transportation.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – international business field of work and include access to:

- office equipment and resources
- relevant workplace documents
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT617 Develop and implement a business plan

Modification History

Release	Comments
Version 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to run a business operation and covers the steps required to develop and implement a business plan.

It applies to individuals who are running an organisation or who take a senior role in determining the effective functioning and success of the organisation. As such, they may oversee the work of a number of teams and other managers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop business plan	1.1 Review and evaluate pre-existing strategic, business and operational plan, if available 1.2 Analyse and interpret business vision, mission, values and objectives 1.3 Consult with key stakeholders 1.4 Review market requirements for the product or service, profile customer needs and research pricing options

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Develop performance objectives and measures through consultation with key stakeholders 1.6 Identify financial, human and physical resource requirements for the business 1.7 Consider any permits or licences that may be required for new activity 1.8 Write business plan
2. Monitor performance	2.1 Communicate business plan to all relevant parties and ensure understanding of performance requirements and timeframes 2.2 Ensure skilled labour is available to implement plan 2.3 Test performance measurement systems and refine, if necessary 2.4 Ensure timely reports on all key aspects of the business are available, user-friendly and balanced in terms of financial and non-financial performance 2.5 Report system failures, product failures and variances to the business plan as they occur
3. Respond to performance data	3.1 Analyse performance reports against planned objectives 3.2 Review performance indicators and refine if necessary 3.3 Ensure groups and individuals contributing to under-performance are coached, and provide training where appropriate 3.4 Review system processes and work methods regularly as part of continuous improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 1.7, 2.3, 3.1, 3.2, 3.4	• Gathers, interprets and analyses textual information when developing the business plan and monitoring operational performance • Utilises understanding of distinguishing structures and features of a range of text as well as recognising and

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		reflecting on context, purpose and audience
Writing	1.1, 1.2, 1.4, 1.5, 1.8, 2.3, 2.5, 3.2, 3.3, 3.4	• Communicates relationships between ideas and information, matching style of writing to purpose and audience • Researches, plans and prepares business plan for relevant stakeholders
Oral Communication	1.3, 1.5, 2.1, 3.3	• Presents information and seeks advice using language and features appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	1.1, 1.4, 1.5, 1.6, 1.8, 2.3, 2.4, 3.1, 3.2	• Extracts and evaluates mathematical information to review the market, research competitors and review pricing structures
Navigate the world of work	1.7	• Takes full responsibility for identifying and complying with legislative requirements applicable to self and the organisation
Interact with others	1.3, 1.5, 2.1, 3.3	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role • Provides support in field of expertise to colleagues, as required
Get the work done	1.2, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Systematically gathers and analyses all relevant information and evaluates options in order to monitor performance and identify opportunities for improvement

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT617Develop and implement a business plan	BSBMGT617A Develop and implement a business plan	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for BSBMGT617 Develop and implement a business plan

Modification History

Release	Comments
Version 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse and research business vision, mission, values, objectives, goals, competitors, financial targets, management arrangements, marketing approaches and strategic, business and operational plans
- write a business plan which includes a description of the business, products and services, financial, physical and human resource requirements, permit and licence requirements, marketing activity, financial indicators, productivity and performance targets for key result areas
- implement a business plan including ensuring skilled labour is available, and that training is provided where appropriate
- monitor and respond to business performance including evaluation of performance against key results indicators including profit and loss, community awareness or branding, environmental impact, governance, quality, sales, triple bottom line and the workforce
- consult, communicate with and report to key stakeholders including business partners, financiers, customers, staff and technical advisers
- provide an analysis of the strengths and weaknesses of a business plan.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline processes for developing business plans
- describe performance objectives and measures including key performance indicators
- identify key stakeholders.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- appropriate documentation and resources normally used in the workplace
- strategic, business and operational plans
- business information and data
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG408 Conduct market research

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to conduct market research using interview and survey methodologies (excluding specialist statistical design and analysis) and report on findings.

It applies to individuals who undertake data and information gathering and analysis as a major part of their role and are required to conduct market research. These individuals often work in areas such as marketing, communications, strategic planning and organisational development.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Conduct desk research to gather background market information	1.1 Conduct initial desk research using appropriate sources to gather background market information 1.2 Identify options for information collection and collation tools and methods 1.3 Determine and seek approval for reporting formats for market research documentation 1.4 Report initial research findings in approved formats in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational procedures
2. Develop research methodology and objectives	2.1 Develop hypotheses and research objectives for market research 2.2 Identify options for quantifying data 2.3 Identify market research methodology and determine, develop, test and amend required survey tools 2.4 Determine and test methods of data extraction, collation and analysis
3. Recruit respondents	3.1 Interpret market research plans to identify potential respondents and their requirements 3.2 Identify respondents in line with research and organisational requirements 3.3 Recruit respondents in line with agreed research methodology and organisational requirements
4. Gather data and information from respondents	4.1 Prepare and arrange resources for data gathering 4.2 Gather data and information using survey tools 4.3 Record data and information gathered in approved formats, in accordance with organisational procedures 4.4 Store and safeguard survey information and data in accordance with organisational procedures
5. Analyse research information	5.1 Conduct checks on quality of data and information collected 5.2 Select appropriate techniques to summarise data and information 5.3 Design software files for entering data and information 5.4 Process data using a method appropriate to research design 5.5 Interpret and aggregate data and information, including categorisation, to provide observations relevant to research objectives
6. Prepare research reports	6.1 Collate and assess findings for relevance and usefulness to research objectives 6.2 Prepare research reports 6.3 Communicate research findings to relevant personnel and stakeholders in accordance with organisational procedures

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1-2.4, 3.1-3.3, 4.1-4.4, 5.1, 5.4, 5.5, 6.1-6.3	• Interprets and analyses text from a range of sources and identifies relevant and key information
Writing	1.1, 1.3, 1.4, 2.1, 2.3, 2.4, 3.3, 4.1, 4.3, 5.3, 6.2, 6.3	• Organises content that incorporates results of research logically, using correct grammatical structure, clear language and required organisational format
Oral Communication	1.3, 3.3, 4.2, 6.3	• Presents information using suitable tone, language and syntax • Gathers information through active listening and questioning
Numeracy	1.1, 1.4, 2.4, 3.1, 4.2, 5.1-5.5, 6.1	• Extracts and evaluates mathematical information and uses a variety of techniques to interpret data and analyse trends
Navigate the world of work	1.4, 3.2, 3.3, 4.3, 4.4, 6.3	• Recognises and follows explicit and implicit organisational protocols and procedures, and meets expectations associated with own role
Interact with others	1.3, 3.3, 6.3	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 1.3, 2.1-2.4, 3.1, 3.2, 4.1, 4.2, 4.4, 5.1-5.5, 6.1, 6.2	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option • Uses digital technologies and systems safely and ethically to access, enter, organise, store and share information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG408 Conduct market research	BSBMKG408B Conduct market research	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG408 Conduct market research

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and implement a market research survey tool
- accurately record and securely store survey data in accordance with organisational procedures
- utilise a range of methodologies to analyse market research information
- document market research activities and findings in a research report.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify key provisions of legislation, codes of practice and national standards relevant to marketing roles
- outline relevant marketing communications concepts and processes
- explain relevant market research principles and practices including:
  - data processing methods and data analysis techniques
  - design of samples
  - development and use of hypotheses
  - research reporting formats
  - roles and uses of qualitative and quantitative research
  - use of survey instruments
- outline typical information contained in a market research report, as well as requirements of a house or other style manuals or protocols for written communication.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- Interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG413 Promote products and services

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to coordinate and review the promotion of an organisation's products and services.

It applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan promotional activities	1.1 Identify and assess promotional activities to ensure compatibility with organisational requirements 1.2 Plan and schedule promotional activities according to the marketing needs of the organisation 1.3 Determine overall promotional objectives in consultation with designated individuals and groups 1.4 Ensure that timelines and costs for promotion of activities are

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ELEMENT	PERFORMANCE CRITERIA
	realistic and consistent with budget resources 1.5 Develop action plans to provide details of products and services being promoted
2. Coordinate promotional activities	2.1 Ensure personnel and resources to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2 Identify and agree roles and responsibilities for delivery of promotional services and allocate to relevant personnel 2.3 Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation 2.4 Use networks to assist in the implementation of promotional activities
3. Review and report on promotional activities	3.1 Analyse audience feedback and data to determine the impact of the promotional activity on the delivery of products and services 3.2 Assess effectiveness of planning processes to identify possible improvements in future activities 3.3 Collect feedback and provide to personnel and agencies involved in promotional activity 3.4 Analyse costs and time lines to evaluate the benefits accruing from the promotional activities 3.5 Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 3.1	• Interprets, analyses and collates textual information relevant to promotional activities from a range of sources
Writing	1.2, 1.5, 2.3, 3.1, 3.3, 3.5	• Uses clear and specific language to develop formal and informal documents for different audiences in accordance with organisational requirements

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Oral Communication	1.3, 2.3, 3.3, 3.5	• Actively participates in verbal exchanges of ideas and elicits the views and opinions of others by listening and questioning • Uses clear and specific language to clarify, explain and present information relating to the promotional activity
Numeracy	1.4, 1.5, 3.1, 3.3, 3.4, 3.5	• Classifies, analyses and compares numeric information, including costs and timelines, relevant to the promotional activity
Navigate the world of work	1.1	• Adheres to legislative requirements and organisational policies and procedures
Interact with others	1.3, 2.3, 2.4, 3.3, 3.5	• Selects and uses appropriate conventions and protocols with a range of stakeholders to project a professional image while seeking or sharing information • Recognises the importance of building rapport to establish and maintain positive working relationships
Get the work done	1.2, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Uses systematic, analytical processes in complex, non-routine situations, gathering relevant information and identifying and evaluating options against agreed requirements • Evaluates effectiveness of decisions in terms of how well they meet stated goals • Uses a range of digital tools to access data, and to extract, organise, integrate and share relevant information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG413 Promote products and services	BSBMKG413A Promote products and services	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG413 Promote products and services

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify the context for the promotional activities including:
  - relevant legislation/regulations
  - organisation's goals, objectives, systems, policies and procedures
  - budget and timelines
  - marketing needs and, if defined, marketing plans
  - objectives of the promotional activities
- consult with relevant stakeholders to plan promotional activities to meet objectives, budget and timelines
- coordinate promotional activities including:
  - allocation of personnel, roles and responsibilities
  - sourcing other resources and promotional products as appropriate
  - use of networks and relationships
- analyse feedback and data to evaluate the effectiveness of planning processes and promotional activities and make recommendations on future directions of promotional activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation as relevant to the marketing plan
- outline the planning processes for organising promotional activities

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- explain the organisation's marketing objectives and how they support the overall business objectives
- explain how common promotional activities could be used to support the marketing objectives with reference to
  - advertising
  - client functions
  - employee functions
  - media announcements
  - product launches
  - web pages.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG414 Undertake marketing activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan, implement and manage basic marketing and promotional activities. It is a foundation unit covering general and basic marketing and promotional activities that do not require detailed or complex planning or implementation.

It applies to people with no previous experience in marketing. It could be undertaken as part of a broader role of a person in a small enterprise, or as part of a marketing plan for a larger enterprise.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Research marketing information	1.1 Research concept of marketing as it applies to the organisation 1.2 Identify and analyse organisation's marketing plan and relevant policies and procedures 1.3 Identify need for marketing activities from established marketing plan 1.4 Investigate previous marketing activities for relevant

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ELEMENT	PERFORMANCE CRITERIA
	information 1.5 Identify profile of market segment 1.6 Identify positioning and market mix for each target segment 1.7 Identify outcomes expected from marketing activities
2 Plan marketing activities	2.1 Undertake analysis of collected basic marketing information 2.2 Develop and document work activity plans for marketing activities 2.3 Obtain approval of plans from relevant enterprise personnel
3 Implement marketing activities	3.1 Determine and access resources required for work activities 3.2 Undertake marketing activities within job role 3.3 Assist with assigning responsibilities and functions to relevant personnel performing specific marketing functions 3.4 Monitor marketing activities, and review and amend activity plan as required
4 Review marketing activities	4.1 Measure and record outcomes of marketing activities 4.2 Review marketing activities against expected outcomes and record identified improvements 4.3 Prepare reports of marketing activities and communicate to relevant enterprise personnel

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.7, 2.1, 3.4, 4.2	• Interprets textual information obtained from a range of sources and determines how content may be applied to organisational requirements
Writing	2.2, 3.2, 3.4, 4.1-4.3	• Integrates information from a number of sources to develop material that supports purposes and format of documentation, using suitable grammatical structure and clear, logical language
Oral	2.3, 4.3	• Participates in a variety of spoken exchanges using

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Communication		suitable language and non-verbal features
Numeracy	3.1, 4.1-4.3	• Collates and analyses numeric information relating to costs, timeframes and other activities
Navigate the world of work	1.2, 1.3	• Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of work environment
Interact with others	2.3, 3.3	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1-1.7, 2.1, 2.2, 3.1-3.4, 4.3	• Develops plans to manage tasks with an awareness of how they may contribute to longer term operational and strategic goals • Takes responsibility for outcomes of routine decisions related directly to own role • Understands purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete routine tasks • Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG414 Undertake marketing activities	BSBMKG414B Undertake marketing activities	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG414 Undertake marketing activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- research marketing practices of the organisation
- plan and implement a marketing activity
- record activities and processes used in marketing activity
- review effectiveness of marketing plan.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe basic foundations of marketing practices
- describe organisational policies and procedures on marketing
- outline specific product knowledge related to products and services being marketed.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- office equipment and resources
- examples of products or services to be marketed
- marketing plans, policies and procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG415 Research international markets

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes skills and knowledge required to undertake market research to select international markets to pursue.

It applies to individuals working with minimal supervision but with support and assistance of a more senior person within the organisation.

The activities focus on the target market and involve communication and executing tasks across cultural and geographic barriers.

The tasks involved in marketing goods and services internationally include selecting and implementing appropriate marketing activities, and monitoring and reviewing marketing performance.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Collect information	1.1 Identify target markets to research as new international markets

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ELEMENT	PERFORMANCE CRITERIA
about target markets	from brief or manager 1.2 Confirm information requirements for market research 1.3 Seek assistance as required, with sourcing and accessing required information 1.4 Identify and access sources of required information
2. Investigate trends in target markets	2.1 Collate required information from information sources 2.2 Apply statistical analysis tools to information to identify trends 2.3 Seek assistance as required, with analysing required information 2.4 Investigate causal influences 2.5 Document and report identified trends and causal influences to relevant personnel within organisation
3. Utilise data in decision-making	3.1 Base decision-making on available data 3.2 Check consistency of decision-making against data, and document rationale for decision-making on markets to pursue 3.3 Document and report recommendations to relevant personnel within organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.4, 2.1, 2.2, 3.1, 3.2	• Interprets textual information obtained from a range of sources and determines how content may be applied to organisational requirements
Writing	1.2, 1.3, 2.1, 2.5, 3.2, 3.3	• Integrates information from a number of sources to develop material that supports purposes and format of documentation using suitable grammatical structure and clear, logical language
Oral Communication	1.1-1.3, 2.3, 2.5, 3.3	• Participates in a variety of spoken exchanges using suitable language and non-verbal features • Uses active listening and questioning techniques to confirm requirements and understanding

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Numeracy	2.2, 2.5	• Collates and interprets numeric information and analyses trend data relevant to marketing activities
Interact with others	1.3, 2.3, 2.5, 3.3	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role • Seeks assistance and guidance from others as required
Get the work done	1.1, 1.2, 1.4, 2.2, 2.4, 3.1, 3.2	• Takes responsibility for planning, organising, confirming and completing tasks to achieve required outcomes • Takes responsibility for outcomes of routine decisions related directly to own role • Evaluates effectiveness of decisions in terms of how well they meet stated goals • Initiates standard procedures when responding to familiar problems within immediate context • Uses digital tools to complete tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG415 Research international markets	BSBMKG415A Research international markets	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG415 Research international markets

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify and document trends in target market
- apply statistical analysis to validate trends
- document decision-making processes based on available data.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss cultural aspects relevant to international markets researched
- compare and contrast market research techniques and tools
- outline required formats for reporting research outcomes
- identify and list external and internal information sources related to international markets.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- office equipment and resources
- relevant workplace documentation
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG419 Analyse consumer behaviour

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 2.0.

Application

This unit describes the skills and knowledge required to analyse consumer behaviour for markets and specific needs.

It applies to individuals who need to analyse consumer behaviour to examine factors that impact decisions to purchase products or services. They conduct a thorough analysis of consumer attitudes and behaviour, and make recommendations on marketing strategies to increase consumption of the product or service being marketed.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Confirm product or service market	1.1 Gather information on market or market segment for a product or service in accordance with a marketing plan 1.2 Identify consumer attributes for market or market segment from market profile or existing customer data 1.3 Identify and test features of product or service in accordance with a marketing plan

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ELEMENT	PERFORMANCE CRITERIA
2. Assess reasons for existing levels of consumer interest	2.1 Investigate consumer need for the product or service through analysis of trends and past performance 2.2 Review past marketing or positioning of product or service in relation to effectiveness of its focus of appeal 2.3 Assess, estimate and test impact of individual, social and lifestyle influences on consumer behaviour for a product or service 2.4 Analyse consumer responses to previous marketing communications 2.5 Review relevant data to determine consumer digital footprints, engagement journeys and expectations 2.6 Assess organisational capability to respond quickly to consumer demand for products or services in accordance with marketing plan
3. Recommend focus of appeal for marketing strategies for product or service	3.1 Ensure marketing strategies address innate and acquired needs of consumers and appeal to motives that influence decision-making 3.2 Present a rationale for focus of appeal that outlines how influences on consumer behaviour will be used to target effective marketing strategies 3.3 Clarify the role of the consumer in the digital marketing environment and model engagement conversations and interventions 3.4 Ensure focus of appeal meets legal and ethical obligations and budgetary requirements of marketing plan

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.6, 3.1, 3.3	• Interprets and analyses text from a range of sources to identify relevant and key information
Writing	1.1-1.3, 2.1, 2.3, 2.5, 3.1-3.3	• Prepares strategic business documentation incorporating appropriate vocabulary, grammatical structure and conventions appropriate to purpose and

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		audience
Oral Communication	1.1, 3.2	• Gathers information through active listening and questioning • Presents information using suitable words and non-verbal features
Numeracy	1.2, 1.3, 2.1, 2.3, 2.5	• Uses mathematical skills and techniques to interpret and process data and analyse trends
Navigate the world of work	1.1, 1.3, 2.6, 3.4	• Complies with implicit and explicit organisational procedures and processes • Adheres to ethical, legal and regulatory responsibilities relevant to own work context
Interact with others	3.2	• Selects and applies appropriate form and mode of communication for a specific purpose and audience
Get the work done	1.1-1.3, 2.1-2.6, 3.1-3.4	• Develops plans to manage relatively complex tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG419 Analyse consumer behaviour	BSBMKG402 Analyse consumer behaviour for specific markets	Updated to incorporate digital market aspects	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG419 Analyse consumer behaviour

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 2.0.

Performance Evidence

Evidence of the ability to:

- analyse consumer behaviours
- model consumer behaviour on alternative digital platforms
- document and present findings and recommendations about marketing strategies that should be developed to influence consumers.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant industry and product or service knowledge
- explain relevant marketing communication concepts and processes
- compare current digital channels relevant to the business and consumer against costs and benefits
- identify organisational structures, procedures and marketing objectives.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the marketing communications field of work and include access to:

- relevant legislation and regulations
- communications equipment and technology
- relevant workplace documentation and resources
- case studies or, where possible, real situations
- industry software packages and apps (where applicable).

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBMKG507 Interpret market trends and developments

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to conduct an analysis of market data in order to determine organisational and competitor business performance and to prepare market and business forecasts. The information assists in developing an organisation's marketing plan and to determine the current or potential future success of marketing strategies.

This unit applies to marketing professionals who use statistical techniques to analyse organisational and competitor marketing performance and to interpret new and emerging trends when forecasting future business needs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Interpret trends and market developments	1.1 Use statistical analysis of market data to interpret market trends and developments 1.2 Analyse market trends and developments for their potential impact on the business 1.3 Use measures of central tendency or dispersion and correlations between sets of data for quantitative interpretation of comparative

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ELEMENT	PERFORMANCE CRITERIA
	market data 1.4 Perform qualitative analysis of comparative market information as a basis for reviewing business performance 1.5 Analyse the market performance of existing and potential competitors and their products or services to identify potential opportunities or threats
2. Analyse qualitative results	2.1 Analyse performance data from all areas of the business to determine success of marketing activities 2.2 Identify over-performing and under-performing products and services to be considered for redevelopment or withdrawal 2.3 Forecast existing and emerging market needs based on information available using forecasting techniques
3. Report on market data	3.1 Prepare, plot and interpret data for visual presentation 3.2 Assess visual presentation for potential problems, and take any necessary corrective action 3.3 Report on analysis of market data to meet organisational requirements in terms of content, format, level of detail and scheduling

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.5, 2.1, 2.3	• Researches, evaluates, analyses and interprets market information from a range of sources, and interprets requirements
Writing	3.1, 3.2, 3.3	• Prepares reports containing complex ideas and concepts and writes in a range of styles to suit different audiences
Numeracy	1.1-1.5, 2.1, 2.3	• Collects, organises and analyses data to draw conclusions or make forecasts about trends and probability • Uses specialised statistical analysis techniques
Oral Communication	3.1, 3.3	• Presents information to a range of audiences using appropriate vocabulary and non-verbal features

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Interact with others	3.1, 3.3	• Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to present findings
Get the work done	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	• Develops plans and uses effective organisational and time management skills to complete tasks with an awareness of how they may contribute to longer term operational and strategic goals • Applies systematic and analytical decision making processes in complex and non-routine situations • Uses digital technologies and systems to enter and analyse data and to present information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG507 Interpret market trends and developments	BSBMKG507A Interpret market trends and developments	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG507 Interpret market trends and developments

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply statistical and qualitative analysis techniques to identify:
  - current business performance
  - competitor performance
  - potential threats and opportunities
- apply qualitative and forecasting techniques to identify:
  - success of marketing activities
  - over and under-performing products and services
  - existing and emerging market needs
- document the analysis of market data including visual presentation of findings.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline internal and external sources of information relevant to forecasting market trends including:
  - business and strategic objectives
  - marketing and other business performance
  - comparative market information
  - changes in technology
  - demographic changes
  - social and cultural factors
  - economic trends

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  - government activities and legislative changes
  - industry trends
  - supplier data
- outline the legislative and regulatory context as it applies to marketing
- identify software applications that are commonly used in quantitative and qualitative analysis and outline their key features
- outline statistical concepts, methods, techniques and reporting formats commonly used in marketing including:
  - conversion rate of leads to sales
  - measures of central tendency
  - measures of dispersion
  - nature and degree of relationship between variables
  - net response rate
  - normal distribution probability curve
  - sampling
  - speed of response curve
  - recency or frequency grids
  - lifetime value of customers
  - net present value of customers.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG510 Plan e-marketing communications

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to research, prepare and evaluate an organisational e-marketing plan that integrates electronic communications and website marketing to support marketing objectives.

It applies to managers working in advertising, public relations, marketing or promotional roles who plan electronic communications to effectively convey marketing communication messages and support achievement of marketing objectives.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare electronic marketing strategy or plan	1.1 In consultation with relevant personnel, determine electronic marketing (e-marketing) purpose and objectives reflecting organisation's strategy, direction and values 1.2 Develop an e-marketing strategy or plan that addresses aims and targets of organisation's existing business or marketing plan, and is consistent with organisational and budgetary requirements 1.3 Develop a value proposition for e-marketing strategy or plan

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Identify, cost and detail e-marketing tools for the organisation and its products and services in the e-marketing strategy or plan 1.5 Identify and incorporate e-marketing approaches, tools and strategies to reach target market and achieve objectives 1.6 Ensure e-marketing strategy or plan includes an action plan, schedule and budget estimates for developing and implementing e-marketing strategies 1.7 Ensure e-marketing strategy or plan includes effectiveness measures and meets legal and ethical requirements
2. Prepare and evaluate website marketing strategy	2.1 Evaluate website marketing objectives to ensure they are consistent with e-marketing strategy or plan, and modify if required 2.2 Establish strategies for evaluation of website as a marketing tool 2.3 Evaluate website design according to e-marketing strategy, to ensure the design projects required image of the organisation, and conveys features and benefits of products or services; recommend modifications if required 2.4 Evaluate website data recording, contacts and feedback mechanisms as part of website evaluation 2.5 Develop website marketing strategy in accordance with, and for inclusion in, e-marketing strategy or plan 2.6 Integrate website marketing strategy into overall e-marketing strategy 2.7 Evaluate effectiveness of website marketing strategy

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.5, 2.7	• Interprets, analyses and reviews a range of texts of relative complexity to construct, confirm and extend understanding
Writing	1.2, 1.4, 1.6, 1.7,	• Uses clear, accurate and relevant language to organise and record information and complete workplace

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	2.1, 2.2, 2.3, 2.5, 2.6	documentation
Oral Communication	1.1	• Participates in verbal exchanges using appropriate language and non-verbal features • Elicits views and opinions of others with active listening and questioning
Numeracy	1.4, 2.4	• Interprets numerical data to determine resource requirements and website efficacy
Navigate the world of work	1.1, 1.2, 1.7, 2.1	• Adheres to organisational objectives and policies and considers own role for its contribution to broader goals of the work environment • Appreciates implications of legal, ethical and regulatory responsibilities related to own work
Interacts with others	1.1	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role
Get the work done	1.2-1.5, 2.1-2.4, 2.7	• Develops plans and uses effective organisational and time-management skills to complete tasks with an awareness of how they may contribute to longer-term operational and strategic goals • In more complex, non-routine situations, uses a formal decision-making process, setting or clarifying goals, gathering information and identifying and evaluating several choices against a limited set of criteria • Uses experiences to reflect on the way variables impact outcomes and to gain insights into future effective marketing strategies • Understands key principles and concepts underpinning design and operation of digital systems and tools, and applies these when seeking to understand potential of new technology

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG510 Plan e-marketing communications	BSBMKG510B Plan e-marketing communications	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG510 Plan e-marketing communications

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop an e-marketing plan for at least ONE product or service, that meets all legislative and organisational requirements, and contains:
  - an action plan
  - a schedule
  - costings
  - a monitoring strategy
  - evaluation methods.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain characteristics of a range of electronic marketing tools including:
  - associated benefits of use with e-marketing
  - challenges with implementation, for example costs, and availability of technology
- provide an overview of key provisions of relevant legislation, that affect marketing operations
- outline foundation principles of marketing communications, consumer behaviour and opportunities for electronic marketing.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- office equipment and resources
- relevant organisational strategies and plans
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG537 Develop a social media engagement plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Application

This unit describes the skills and knowledge required to effectively plan engagement with a preferred target audience on social media.

It applies to individuals working in a variety of marketing and communications occupational roles who have responsibility for developing social media plans and facilitating social engagement on behalf of a business or organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify preferred target audience	1.1 Identify and review relevant client or organisational requirements for product, brand or organisational engagement in social media 1.2 Identify and specify the characteristics of the target audience 1.3 Research and document online habits of the target audience and deliver to appropriate personnel in accordance with organisational policies and procedures
2. Document expected	2.1 Model the typical journey of the target audience across devices,

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ELEMENT	PERFORMANCE CRITERIA
behaviours of target audience	platforms, sites and applications 2.2 Identify common responses to triggers and interventions on social media platforms and applications 2.3 Conduct market research with users on preferred and avoided behaviours on social media 2.4 Evaluate market research to identify the attention span and retention characteristics of alternative content types and engagement patterns 2.5 Document research results and deliver to appropriate personnel
3. Devise social media engagement strategy	3.1 Select preferred social media platforms and applications to meet organisational/client and audience requirements 3.2 Select content and engagement interventions relevant to the target audience, in line with organisational strategies 3.3 Set measurable metrics for successful performance on social media, in line with organisational strategies 3.4 Optimise the use of positive viral and other self-generating expansion techniques 3.5 Identify any risks in the plan to integrity of brand and message, and trust of target audience
4. Facilitate content delivery	4.1 Develop relevant content and schedule release to maximise attention of the target audience 4.2 Engage with target audience on chosen social media platforms by offering personalised responses to target audience questions, comments and reactions 4.3 Review and apply third party tools to automate the engagement process when possible 4.4 Apply measurable metrics for posts, responses and updates 4.5 Maximise cross-platform, device, site and application engagement for effort using suitable tools and techniques
5. Monitor and evaluate social media engagement	5.1 Develop a plan for regular review of performance using a social analytics service 5.2 Review and identify gaps in performance against requirements and adjust as necessary, in line with organisational plan 5.3 Evaluate and report on social media engagement effectiveness, delivering to relevant personnel

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Identifies and analyses complex texts to determine legislative, regulatory, organisational and client requirements • Reviews a range of texts and reported information to understand the audience of the social media engagement
Writing	• Integrates information from a number of sources to develop materials suitable for purpose and audience
Oral Communication	• Presents information and seeks input using structure and language appropriate to audience • Uses questioning and listening to confirm understanding
Numeracy	• Analyses data from a range of sources to effectively understand audience, and define strategy success
Navigate the world of work	• Adheres to legal and regulatory responsibilities, and job requirements relevant to social media engagement
Interact with others	• Selects and uses appropriate conventions and protocols when communicating with internal stakeholders and external suppliers or users to seek or share information
Get the work done	• Plans and organises workload and processes to ensure compliance with organisational policies and procedures, and legislative requirements • Responds rapidly and shows flexibility by taking advantage of the organic nature of social media where it is advantageous for organisation and client • Draws insights from reported information, enabling increased understanding within the organisation and opportunities for improvement

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG537 Develop a social media engagement plan	BSBMKG527 Plan social media engagement	Update to title, elements, performance criteria and assessment	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
		requirements	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG537 Develop a social media engagement plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Performance Evidence

Evidence of the ability to:

- specify a target audience for social media engagement to meet client or organisational requirements, including by setting measurable metrics for determining success
- research online behaviours and characteristics of target audience and identify typical responses and journeys
- review and select social media platforms and applications to meet requirements
- develop and schedule release of relevant content that aligns to strategy
- ensure social media interactions maintain consistent message to brand and develop trust, automating engagement process where possible
- monitor and react positively to changes in the social media space.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role.

- Key features of existing legislation and policy relevant to social media
- Key features of existing social media platforms and their relevance to key industry functions
- Key features of typical response characteristics of users to common social media interventions
- Key features of existing major tools and techniques used to engage users on social media

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- Key features of performance measures commonly used to evaluate social media engagement
- Key features of relevant organisational strategies, policies, and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Business Development – Marketing field of work and include access to:

- relevant legislation and regulations
- communications equipment and technology
- relevant workplace documentation and resources – including organisational policies and procedures
- case studies or, where possible, real situations
- industry digital platforms and applications (where applicable).

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG605 Evaluate international marketing opportunities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to evaluate the international environment, identify market factors and risks, and to assess viability of international marketing opportunities.

It applies to experienced individuals who use specialised knowledge to evaluate the international business environment in preparation for entering an international or export market for the first time, or to identify new marketing opportunities in markets in which their organisation already has a presence.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Review global market environment	1.1 Assess international trade patterns and identify their likely importance for the business 1.2 Research international business and electronic commerce market factors, and assess opportunities to enter, shape or influence the market for their likely contribution to the business 1.3 Identify international markets operating under free trade or

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ELEMENT	PERFORMANCE CRITERIA
	protectionist arrangements and estimate likely ease of entering and trading successfully 1.4 Identify international trade policies and agreements and estimate their likely impact on international marketing opportunities
2. Assess international business and electronic commerce market factors	2.1 Identify and analyse impact of economic, political, social and cultural factors affecting international marketing opportunities 2.2 Investigate international market trends and developments to identify market needs relevant to the business 2.3 Identify new and emerging business and electronic commerce markets, and assess opportunities to enter, shape or influence markets based on their fit with business goals and direction, and their likely contribution to the business
3. Identify risk factors for international marketing opportunities	3.1 Analyse and rate acceptability of political, financial stability and corruption risk factors of potential market 3.2 Analyse and rate acceptability of legal and regulatory requirements, and trade barriers to potential market 3.3 Relate risk factors to international business cycles in terms of economic conditions and estimate their impact on potential market
4. Investigate international business and electronic commerce marketing opportunities	4.1 Identify and analyse international marketing opportunities according to their likely fit with the organisation's goals and capabilities 4.2 Evaluate each opportunity to determine its impact on current business and customer base 4.3 Use an assessment of costs, benefits, risks and opportunities to determine financial viability of each marketing opportunity 4.4 Determine probable return on investment and potential competitors 4.5 Describe and rank marketing opportunities in terms of viability and likely contribution to the business

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Reading	1.1-1.4, 2.1-2.3, 3.1-3.3, 4.1, 4.2	• Researches and analyses a range of textual information from a variety of sources to identify key details and determine relevance to strategic organisational requirements
Writing	1.1-1.4, 2.1-2.3, 3.1-3.3, 4.1, 4.2, 4.5	• Records results of research and analysis using language and format appropriate to organisation and purpose
Numeracy	1.1, 1.2, 2.2, 4.3-4.5	• Performs complex mathematical calculations to analyse trend data, business development opportunities and cost benefit analyses
Navigate the world of work	1.4, 3.2, 4.1	• Keeps up-to-date with legislation or regulations relevant to own rights and responsibilities and considers implications of these when negotiating, planning and undertaking work • Understands and adheres to organisational policies and objectives
Get the work done	1.1-1.4, 2.1- 2.3, 3.1-3.3, 4.2, 4.3, 4.4	• Uses logical planning processes, and an increasingly intuitive understanding of context, to identify risk factors, and to evaluate alternative strategies and resources • Makes a range of critical and non-critical decisions in relatively complex situations, analysing information and taking a range of factors and constraints into account • Recognises potential of new approaches, including new technologies, to enhance work practices and outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG605 Evaluate international marketing opportunities	BSBMKG605B Evaluate international marketing opportunities	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG605 Evaluate international marketing opportunities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- document and present an evaluation of various international marketing opportunities including:
  - analysis of global business environment
  - assessment of social, cultural, political and economic factors impacting selection of market opportunities
  - risk assessment for each opportunity considered
  - analysis of financial viability of selected international marketing opportunities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant Australian and international standards, policies and guidelines, including those covering:
  - environmental matters
  - human rights
  - labour relations
  - packaging
  - risk management
- electronic commerce
- identify and explain key provisions of relevant legislation and codes of practice affecting aspects of marketing operations
- explain the role of the Organisation for Economic Co-operation and Development (OECD)

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- identify and describe key features of the country or countries being considered for market entry or penetration, including:
  - cross-cultural communication and negotiation styles
  - global and country specific economic, social and industry directions, trends, practices and techniques.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- information sources on countries and markets being considered for entry or further penetration
- office equipment and resources
- examples of previous international marketing evaluation documents, strategic plans and marketing plans.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG606 Manage international marketing programs

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to formulate, assess, strategically manage, evaluate and improve international marketing programs.

It applies to experienced individuals who are required to manage a team and are responsible for evaluating international marketing opportunities, setting marketing objectives and determining approach and operational structure for an organisation marketing internationally.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Formulate international marketing objectives	1.1 Select viable international marketing opportunities and develop objectives consistent with the organisation's capabilities and resources 1.2 Identify measurable international marketing objectives consistent with organisation's strategic direction, and identify nature and extent of goals for international market 1.3 Formulate strategic objectives and related key performance indicators by product, service, country or international grouping,

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ELEMENT	PERFORMANCE CRITERIA
	and overall 1.4 Develop a risk management strategy to manage contingencies, and ensure marketing objectives are met in accordance with overall organisational requirements
2. Determine international marketing approach	2.1 Research international marketing opportunities and determine global or customised approaches for promotion of products or services 2.2 Evaluate options for choice of marketing approaches 2.3 Select a marketing approach to meet marketing objectives, international market conditions and consumer preferences
3. Determine operational structures	3.1 Evaluate business culture and consumer preferences, and identify compatible marketing structures 3.2 Identify options for operational marketing structure and rank them for strengths and weaknesses in servicing international markets 3.3 Choose operational structure that best fits international market and product or service
4. Manage international marketing performance	4.1 Communicate international marketing objectives across the organisation to suit culture, customs, levels of knowledge, experience and needs of personnel 4.2 Identify and agree roles, responsibilities and accountabilities of staff and contractors involved in all elements of marketing effort 4.3 Develop communication strategy to ensure personnel responsible for each element of marketing mix work together to meet organisation's marketing objectives 4.4 Manage marketing effort to ensure it is directed towards areas of greatest potential for the organisation 4.5 Manage integration of marketing, promotional and any sales activities in accordance with international marketing objectives
5. Evaluate and improve international marketing performance	5.1 Monitor product, pricing and distribution policies in relation to market changes, objectives of marketing plan and organisational requirements 5.2 Monitor overall marketing progress against performance targets to ensure activity, quality, cost, and time requirements are met 5.3 Analyse, review and revise marketing outcomes and objectives 5.4 Analyse successes and performance gaps as to cause and

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ELEMENT	PERFORMANCE CRITERIA
	effect, and use to improve international marketing performance 5.5 Analyse changes in market phenomena, and identify and document their potential impact on international marketing objectives 5.6 Document review of marketing performance against key performance indicators in accordance with organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.1, 2.2, 3.1, 5.3-5.5	• Researches, analyses and consolidates a range of complex textual information from a variety of sources to identify key details and determine relevance to strategic organisational requirements
Writing	1.3, 1.4, 4.1, 4.3, 5.3, 5.6	• Uses clear and accurate language and structures information logically to convey priorities and critical strategic information • Prepares a range of reports using appropriate format, terminology and conventions specific to purpose and audience
Oral Communication	4.1	• Clearly and effectively conveys and elicits information in verbal exchanges • Uses active listening and questioning skills to clarify understanding
Numeracy	5.2	• Performs calculations and uses mathematical problem-solving techniques to analyse numerical and financial data
Navigate the world of work	1.2, 1.4, 4.5, 5.1, 5.6	• Monitors adherence to organisational policies and objectives and considers own role for its contribution to broader goals of work environment
Interact with others	4.1, 4.3	• Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how

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		• Fosters a collaborative culture within own sphere of influence, facilitating a sense of commitment and cohesion, and highlighting and using the strengths of all involved
Get the work done	1.1-1.3, 2.1-2.3, 3.1-3.3, 4.2-4.4, 5.1-5.5	• Uses logical planning processes, and an increasingly intuitive understanding of context, to identify relevant information and risks, and to identify and evaluate alternative strategies and resources • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors and constraints into account • Recognises potential of new approaches to enhance work practices and outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG606 Manage international marketing programs	BSBMKG606B Manage international marketing programs	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG606 Manage international marketing programs

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- document and present
  - international marketing objectives
  - selected marketing approach
  - creation of operational structure
- effectively manage international marketing activities
- monitor and evaluate international marketing performance, and make any necessary adjustments as required
- formulate suggestions on how marketing activities could be affected in future.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant Australian and international standards, models policies and guidelines, including those covering:
  - environmental matters
  - human rights
  - labour relations
  - packaging
  - risk management
  - electronic commerce
- identify and explain key provisions of relevant legislation and codes of practice affecting aspects of marketing operations

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- explain the role of the Organisation for Economic Co-operation and Development (OECD)
- identify and describe key features of the country or countries being considered for market entry or penetration, including:
  - cross-cultural communication and negotiation styles
  - global and country specific economic, social and industry directions, trends, practices and techniques.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- office equipment and resources
- organisational strategic and marketing plans, and other relevant documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG607 Manage market research

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to prepare for, manage and evaluate market research projects across an organisation.

It applies to senior marketing professionals who are responsible for preparing market research plans for implementation, engaging external consultants, managing market research activity, and evaluating research processes and findings across an organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare market research plans for implementation	1.1 Determine research policies and procedures 1.2 Develop or commission and review market research project plan and detailed work plans to point of finalisation 1.3 Execute processes to obtain required resources to implement market research project plan and work plans
2. Engage external consultants or service	2.1 Identify requirements for external consultants from market research project plan

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ELEMENT	PERFORMANCE CRITERIA
providers	2.2 Specify goods and services required to implement plans, and detail criteria for selection 2.3 Identify, evaluate and select potential consultants or other providers of required goods and services 2.4 Contract selected consultants or providers of goods and services
3. Manage market research activity	3.1 Monitor work plan activity to ensure adherence to market research project plan and work plans, and consistency with organisational market research policy and procedures 3.2 Manage external consultants or service providers to ensure performance is in line with expectations and contractual requirements
4. Evaluate research processes and findings	4.1 Confirm validity of information and data obtained by market research 4.2 Review relevance and usefulness of findings against research objectives outlined in market research project plan 4.3 Assess performance of project against all relevant elements of market research project plan and work plans 4.4 Measure stakeholder satisfaction with research process and findings 4.5 Prepare reports for future improvements to research process 4.6 Implement revised policy and practices in accordance with organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.3, 3.1, 4.1	• Accesses complex information from a range of sources and accurately analyses data relevant to marketing activities
Writing	1.2, 2.2, 2.4, 4.5	• Prepares a range of workplace documentation, using clear language and required format, to convey priorities and critical strategic information

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Oral Communication	2.4, 3.2	• Actively participates in verbal exchanges using suitable language and non-verbal features • Uses active listening and questioning techniques to confirm understanding
Numeracy	4.4	• Measures and analyses complex numeric information during evaluation process
Navigate the world of work	1.1, 3.1, 3.2, 4.6	• Understands and adheres to organisational policies and objectives • Is highly autonomous, taking responsibility and ownership for most or all aspects of own work
Interact with others	2.4, 3.2	• Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how
Get the work done	1.2, 1.3, 2.1-2.3, 4.1-4.3	• Uses logical planning processes, and an increasingly intuitive understanding of context, to gather relevant information • Systematically analyses and evaluates information to assess performance and identify opportunities for improvement • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account • Recognises potential of new approaches to enhance work practices and outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG607 Manage market research	BSBMKG607B Manage market research	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG607 Manage market research

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare a market research plan
- develop specifications for research components, outsourced to external consultants as appropriate
- manage market research activities in accordance with organisational market research policy and procedures
- evaluate research processes and findings against relevant market research project plan and work plans
- prepare and present a report on market research findings.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline principles and practices of market research including:
  - data processing methods and data analysis techniques
  - project design to meet given budgets and other resource constraints
  - qualitative and quantitative research
  - design of samples
  - development and application of hypotheses
  - role of research in enterprise development
  - use of survey instruments
- compare and contrast project management principles and practices, including:
  - consultation and stakeholder involvement
  - development of policies and procedures

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  - methods of action to ensure performance
  - monitoring of timelines, budgets and other implementation plans
  - organisational procedures for engagement of consultants
- provide an overview of key provisions of relevant legislation, codes of practice and national standards affecting marketing operations
- discuss the impact of economic, social and industry directions, trends, and practices on marketing functions.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- office equipment and resources
- previous market research plans and exemplars of market research project specifications
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG608 Develop organisational marketing objectives

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to conduct a strategic analysis to develop organisational marketing objectives. This involves reviewing the organisation's internal and external environments, evaluating past and current marketing performance, and exploring and evaluating new marketing opportunities.

It applies to senior marketing professionals who are responsible for providing strategic direction to the marketing function of an organisation. Their responsibilities include analysing information on internal and external business and marketing environment; examining current marketing performance; identifying new marketing opportunities arising from emerging trends; and devising strategies to achieve overall business objectives.

Individuals operating at this level generally conduct these activities using information gathered by people working under their direct and indirect supervision at lower levels of the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1. Identify strategic direction	1.1 Confirm organisation's mission, vision, purpose and values from current organisational materials or from owners, directors or senior management 1.2 Analyse strategic organisational documents to identify organisational directions and targets 1.3 Complete a situational analysis identifying factors impacting the direction and performance of the business 1.4 Identify legal and ethical requirements for the organisation 1.5 Document and confirm strategic direction of the organisation with owners, directors or senior management, and identify its impact on marketing activities
2. Review marketing performance	2.1 Evaluate effectiveness of previous marketing and positioning strategies to identify lessons learned 2.2 Analyse current key products or services and major markets for strengths, weaknesses, opportunities and threats 2.3 Evaluate previous marketing opportunities captured by the organisation, and examine and document their profitability 2.4 Evaluate marketing performance against previous objectives, targets to identify critical success factors, and areas for improvement
3. Scope marketing opportunities	3.1 Identify and analyse marketing opportunities for viability and likely contribution to the business 3.2 Use an assessment of external factors, costs, benefits, risks and opportunities to determine scope of each marketing opportunity 3.3 Analyse opportunities for likely fit with organisational goals and capabilities 3.4 Evaluate each opportunity to determine its likely impact on current business and customer base
4. Formulate marketing objectives	4.1 Develop objectives in consultation with key internal stakeholders that are attainable and measurable, and that identify nature and extent of what is to be achieved 4.2 Ensure objectives are consistent with forecast needs of the business and market 4.3 Ensure objectives are compatible with the organisation's projected capabilities, resources and financial position 4.4 Ensure objectives are compatible with the organisation's direction and purpose, and meet legal and ethical requirements

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ELEMENT	PERFORMANCE CRITERIA
	4.5 Formulate long-term strategic objectives and related key performance indicators by product or service, market segment and overall 4.6 Develop a risk management strategy to identify risks and manage contingencies, and to ensure marketing objectives are met in accordance with overall organisational requirements 4.7 Document marketing objectives

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 2.1-2.4, 3.1-3.3, 4.3, 4.4, 4.6	• Accesses, analyses and evaluates information from a range of sources relating to the marketing process
Writing	1.3, 1.5, 2.3, 4.1, 4.5-4.7	• Uses a range of writing styles to articulate complex concepts • Revises and edits documents based on feedback • Uses appropriate formats and grammatical structures to present information logically for different audiences
Oral Communication	1.1, 1.5, 4.1	• Uses appropriate language and non-verbal features to explain and present information to a range of personnel • Uses active listening and questioning to elicit feedback and clarify or confirm understanding
Numeracy	1.2, 2.2, 2.3, 3.2	• Analyses complex numerical information on trend data, targets and budgets
Navigate the world of work	1.1, 1.2, 1.4, 3.3, 4.4, 4.6	• Works autonomously making high-level decisions to ensure organisational objectives and regulatory requirements are met • Understands own legal and ethical rights and responsibilities
Interact with others	1.1, 1.5, 4.1	• Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how • Fosters a collaborative culture within own sphere of

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		influence, facilitating a sense of commitment to shared goals
Get the work done	1.3, 2.1-2.4, 3.1-3.4, 4.2, 4.3, 4.5, 4.6	• Uses logical planning processes, and an increasingly intuitive understanding of context, to extract relevant details when conducting strategic analysis • Systematically analyses information to formulate and evaluate alternative strategies • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG608 Develop organisational marketing objectives	BSBMKG608A Develop organisational marketing objectives	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG608 Develop organisational marketing objectives

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop marketing objectives for an organisation including:
  - undertaking strategic analysis reviewing current marketing performance
  - formulating short and long-term marketing objectives
- develop a marketing risk management strategy.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise financial management techniques
- identify and provide overview of key provisions of relevant legislation, codes of practice and national standards affecting marketing operations
- analyse organisational structure, policies, procedures, products or services and overall strategic plans of an organisation
- discuss principles and concepts of marketing and evaluation methodologies
- compare and contrast strategic, operational and tactical analysis techniques.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- examples of previous marketing strategy, analyses and plans
- office equipment and resources

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- relevant legislation, regulations, standards and codes
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB304 Determine resource requirements for the micro business

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 2	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to select options for resource acquisition, develop procedures and systems for efficient installation, and use and maintain resources.

It applies to individuals who are establishing or operating a micro business providing self-employment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify resources needed in the business	1.1 Use the business profile to determine types of resources that may be required

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Gather information regarding resource requirements from appropriate sources 1.3 Investigate digital technology options, benefits and challenges 1.4 Determine resource quantities in accordance with business activity levels and financial position
2. Select appropriate sources for resources required in the business	2.1 Investigate different options for acquiring resources needed in the business in terms of business profile and stakeholder needs 2.2 Determine reliability, risks and costs associated with these options in line with business projections 2.3 Determine ease of access to sources of service and support 2.4 Select suitable options as investigated 2.5 Establish relationships with suppliers and other key people
3. Prepare for use of resources in the business	3.1 Design procedures and systems to allow effective and efficient introduction, use and maintenance of resources 3.2 Negotiate and review arrangements for supply of resources to ensure the business profile is met 3.3 Design procedures for monitoring use of resources 3.4 Develop procedures for maintenance, support, repair and replacement of business machinery, equipment and software

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 3.1	• Gathers, interprets and analyses textual and numerical information from a range of sources and identifies relevant and key information
Writing	1.1, 1.3, 2.5, 3.1-3.4	• Uses factual information and industry related terminology to complete simple instructional documentation
Oral Communication	2.1, 2.5, 3.2	• Uses relevant language suitable to audience to convey requirements, and listening and questioning techniques to confirm understanding

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Numeracy	1.3, 2.2, 3.1	• Analyses numerical information to calculate resource and equipment expenditure
Interact with others	2.5	• Uses a range of communication strategies to establish a connection with others
Get the work done	1.1-1.3, 2.1-2.4, 3.1, 3.4	• Uses a range of digitally based technology and applications to access and filter data, and then extract, organise, integrate and share relevant information in increasingly effective ways • Invests some time in looking for new ideas and opportunities, selecting appropriate options as required • Considers effectiveness of a solution in terms of how well it meets business goals • Takes responsibility for planning and organising own and others workload, identifying ways of sequencing and combining elements for greater efficiency

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB304 Determine resource requirements for the micro business Release 2	BSBSMB304 Determine resource requirements for the micro business Release 1	Minor edits to clarify intent of unit	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB304 Determine resource requirements for the micro business

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- determine appropriate resource levels in line with micro business profile and desired profit
- identify, assess and select digital technologies
- select options for resource acquisition suited to the micro business and financial position, including stakeholder needs
- establish relationship with suppliers including negotiating and reviewing supplies to suit profile of micro business
- develop procedures and systems to allow for efficient and effective installation and use of resources, including monitoring and maintenance as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify legislative requirements relating to micro business operations
- describe the functions of key digital technologies and their benefits and challenges to micro business
- list functions of a range of business equipment and machinery
- outline the micro business profile and structure
- describe procedures and systems for use of and routine maintenance of resources

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- summarise types of resources required as per the micro business profile.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business equipment and resources including maintenance manuals
- business technology including internet access
- relevant workplace documentation and resources including a business profile sample
- case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB305 Comply with regulatory, taxation and insurance requirements for the micro business

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to source advice and specialist services to manage business compliance requirements.

It applies to individuals who are establishing or operating a micro business providing self-employment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify regulatory, taxation and insurance requirements of the business	1.1 Identify regulatory, taxation and insurance requirements that might be relevant to operation of the business 1.2 Gather information that assists in interpreting and explaining regulatory, taxation and insurance requirements

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Investigate relationships between legislation, regulations, codes of practice, associated standards and written material to determine compliance requirements of the business
2. Develop procedures to ensure compliance and risk minimisation	2.1 Identify business advisors and other sources of assistance relevant to compliance requirements and business type 2.2 Explain business type and operations to advisors, covering full scope of the business 2.3 Clarify and confirm compliance requirements and risk minimisation needs with advisors 2.4 Access sources of advice and specialist services for regulatory, taxation and insurance compliance 2.5 Review advice and procedures against compliance requirements and their appropriateness for the business
3. Implement compliance procedures	3.1 Implement procedures within provided guidelines 3.2 Take action to ensure the business complies with relevant taxation and business registration requirements, legislation, regulations, codes of practice and associated standards 3.3 Arrange appropriate insurance cover for the business

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.4, 2.5, 3.1-3.3	• Identifies and interprets legislative and regulatory information pertinent to business requirements
Writing	1.1, 2.1, 3.2, 3.3	• Develops material for a specific audience using clear and detailed language to clarify information and requirements
Oral Communication	2.2, 2.3, 3.3	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and listening and questioning techniques to confirm understanding
Numeracy	2.5, 3.3	• Analyses numerical information to calculate specific business requirements

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		• Uses formal and informal mathematical language to discuss compliance
Navigate the world of work	1.1, 1.3, 3.1, 3.2	• Takes some personal responsibility for adherence to legal and regulatory requirements
Get the work done	1.2, 1.3, 2.1, 2.4, 3.3	• Plans routine tasks with familiar goals and outcomes, taking some limited responsibility for decisions regarding sequencing and timing • Understands and explicitly applies some basic principles of analytical and lateral thinking • Takes responsibility for the outcomes of routine decisions related directly to own role • Determines priorities and sequences steps involved in clearly defined familiar tasks, and identifies and assembles resources required

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB305 Comply with regulatory, taxation and insurance requirements for the micro business Release 2	BSBSMB305 Comply with regulatory, taxation and insurance requirements for the micro business Release 1	Minor edits to clarify intent	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB305 Comply with regulatory, taxation and insurance requirements for the micro business

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify regulatory, taxation and insurance compliance requirements, and risk minimisation needs of the business
- identify, select and access sources of advice on compliance and risk minimisation procedures for the business
- complete a development and review of procedures for compliance and risk minimisation (with assistance from advisors).

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify micro business registration and licensing requirements
- list government legislative requirements relating to business operation
- categorise the nature of legal responsibility
- pinpoint relevant industry codes of practice
- list relevant WHS responsibilities and procedures
- name sources of advice and specialist services
- identify sources of information about regulatory, taxation and insurance requirements and issues
- outline taxation requirements.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business technology including internet access for research
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB401 Establish legal and risk management requirements of small business

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify and comply with all regulations affecting the business.

It applies to individuals operating a small business who use analytical skills to interpret legislation and regulations and develop procedures to manage compliance.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and implement business legal requirements	1.1 Identify and research possible options for the business legal structure using appropriate sources 1.2 Determine legislation and regulatory requirements affecting

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ELEMENT	PERFORMANCE CRITERIA
	operations of the business under its chosen structure 1.3 Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements
2. Comply with legislation, codes and regulatory requirements	2.1 Establish systems to ensure legal rights and responsibilities of the business are identified and the business is adequately protected, specifically in relation to work health and safety (WHS), business registration and environmental requirements 2.2 Identify taxation principles and requirements relevant to the business, and follow procedures to ensure compliance 2.3 Identify and carefully maintain legal documents and maintain and update relevant records to ensure their ongoing security and accessibility 2.4 Monitor provision of products and services of the business to protect legal rights and to comply with legal responsibilities 2.5 Conduct investigations to identify areas of non-compliance with legal and regulatory requirements, and take corrective action where necessary
3. Negotiate and arrange contracts	3.1 Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities 3.2 Investigate and assess potential products and services to determine procurement rights and ensure protection of business interests where applicable 3.3 Negotiate and secure contractual procurement rights for goods and services including contracts with relevant people, as required, in accordance with the business plan 3.4 Identify options for leasing or ownership of business premises and complete contractual arrangements in accordance with the business plan
4. Identify and treat business risks	4.1 identify potential internal and external risks to the business 4.2 assess the probability and impact of identified risks 4.3 prioritise risks for treatment 4.4 develop actions to mitigate risks including identifying insurance requirements and adequate cover

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.4, 3.2-3.5	• Identifies, analyses and evaluates a range of complex text to determine legislative, regulatory and related business requirements
Writing	1.3, 2.1, 2.3, 2.5, 3.1, 3.3, 3.5	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	2.5, 3.1, 3.3	• Uses specific and relevant language to clearly articulate legal issues, and uses questioning and listening techniques to clarify solutions • Participates in verbal negotiations using tone and language suitable to audience
Numeracy	2.2, 2.5, 3.3, 3.4	• Reviews, analyses, compares and contrasts numerical data which may be embedded in documents • Calculates business insurance costs and compares costing options
Navigate the world of work	1.2, 1.3, 2.1	• Monitors adherence to organisational policies and legislative responsibilities and considers own role in terms of its contribution to broader goals of work environment
Interact with others	3.1, 3.3	• Plays a lead role in situations requiring effective collaboration, demonstrating high-level influencing skills, focusing and shaping awareness, and engaging and motivating others
Get the work done	1.1-1.3, 2.1	• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency • Implements actions as per plan, making adjustments if necessary and addressing unexpected issues • Understands importance of secure information and privacy in relation to own work and takes personal responsibility for identifying and managing risk factors • Makes a range of critical and non-critical decisions in complex situations, taking a range of constraints into account

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB401 Establish legal and risk management requirements of small business Release 2	BSBSMB401 Establish legal and risk management requirements of small business Release 1	Minor edits to clarify intent of unit	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB401 Establish legal and risk management requirements of small business

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- demonstrate a systematic approach to identifying, managing and meeting legal and regulatory requirements, specifically in regard to WHS, business registration and environmental requirements
- ensure compliance, by:
  - following taxation and industrial relations principles
  - updating and maintaining legal documents
  - investigating areas of non-compliance
  - monitoring provision of products and services
  - taking corrective action where necessary
- negotiate and arrange contracts, including:
  - seeking legal advice
  - investigating procurement rights
  - identifying options of leasing or ownership of business premises.
- Identify, assess and treat risks specific to the business including
  - prioritising risks with highest probability of occurrence and greatest negative impact on the business
  - identifying insurance requirements

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

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Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline business registration and licensing requirements
- identify all government legislative requirements relating to the specific business operation
- explain creation and termination of relevant legal contracts
- summarise relevant cultural differences and legal implications
- describe legal rights and obligations of alternative ownership structures
- outline necessary record keeping to meet minimum legal and taxation requirements
- summarise relevant consumer legislation and industry codes of practice
- outline the key steps in the risk management process
- explain relevant insurance requirements and products.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- business technology including internet access
- specialist software for analysis of data
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies, or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB402 Plan small business finances

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify financial requirements of a business, including profit targets, cash flow projections and strategies to garner financial support.

It applies to individuals who operate a small business or work within an existing micro or small businesses and interpret financial data.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify costs, calculate prices and prepare profit statement	1.1 Identify and document costs associated with production and delivery of business products and services 1.2 Calculate prices based on costs and profit margin, as an hourly

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ELEMENT	PERFORMANCE CRITERIA
	charge-out rate for labour or unit price for products 1.3 Calculate break-even sales point to establish business viability and profit margins 1.4 Identify appropriate pricing strategies in relation to market conditions to meet business profit targets 1.5 Prepare projected profit statement to supplement the business plan
2. Develop a financial plan	2.1 Set profit targets or goals to reflect owner's desired returns 2.2 Identify working capital requirements necessary to attain profit projections 2.3 Identify non-current asset requirements and consider alternative asset management strategies 2.4 Prepare cash flow projections to enable business operation in accordance with business plan and legal requirements 2.5 Identify capital investment requirements accurately for each operational period 2.6 Select budget targets to enable ongoing monitoring of financial performance
3. Acquire finance	3.1 Identify start-up and ongoing financial requirements according to financial plan/budget 3.2 Identify sources of finance, including potential financial backers, to provide required liquidity for the business to complement business goals and objectives 3.3 Investigate cost of securing finance on optimal terms 3.4 Identify strategies to obtain finance as required to ensure financial viability of the business

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.5, 2.1-2.5, 3.1,	• Identifies, analyses and evaluates complex information from a range of sources

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	3.2	
Writing	1.1, 1.5, 2.1, 2.4, 3.2	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.1, 3.2	• Uses specific and relevant language to secure finance and uses questioning and listening techniques to clarify outcomes • Participates in verbal negotiations using tone and language suitable to audience
Numeracy	1.1-1.5, 2.1, 2.2, 2.4-2.6, 3.1, 3.3, 3.4	• Analyses numerical information to determine costs, prices, profit and losses, and other financial data
Navigate the world of work	2.4	• Appreciates implications of legal and regulatory responsibilities related to own work
Get the work done	1.1, 1.4, 2.1-2.3, 2.5, 2.6, 3.1, 3.2, 3.4	• Sequences and schedules complex activities, including implementing and monitoring financial strategies • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account, making adjustments as necessary • Regularly uses formal thinking techniques to generate new ideas

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB402 Plan small business finances Release 2	BSBSMB402 Plan small business finances Release 1	Updated to clarify intent	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB402 Plan small business finances

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a financial plan which identifies financial requirements of the business, including cash flow projections and a projected profit statement
- follow the financial plan, including:
  - demonstrating an awareness of appropriate legal requirements
  - implementing strategies to monitor financial performance
- identify sources and investigate costs of securing appropriate financial assistance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain break-even analysis
- clarify costing for the business, including margin or mark-up, hourly charge-out rates and unit costs
- summarise financial decision-making relevant to the business
- outline methods and relative costs of obtaining finance
- summarise principles for preparing balance sheets
- provide a detailed explanation of:
  - principles for preparation of cash flow forecasts
  - principles for preparation of profit and loss statements

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    - purpose of financial reports
- explain relevant accounting terminology
- describe working capital cycles.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- software for financial calculations
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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CPCCCM2002A Carry out excavation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to undertake hand excavation tasks and excavations requiring the assistance of plant machinery to form excavations for footings, and the provision of services. It includes excavation to new and existing sites, and new services or the diversion of existing services.

Application of the Unit

Application of the unit This unit of competency supports achievement of skills to safely and efficiently undertake basic excavation on a construction site, which includes working with others and as a member of a team.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare.	1.1. Work instructions and operational details are obtained, confirmed and applied from relevant ***information*** for ***planning and preparation***. 1.2. ***Safety*** (***OHS***) requirements are followed in accordance with safety plans and policies. 1.3. Signage and barricade requirements are identified and implemented. 1.4. ***Tools and equipment*** selected to carry out tasks are consistent with job requirements, checked for serviceability, and any faults are rectified or reported prior to commencement. 1.5. Material quantity requirements are calculated in accordance with plans and specifications. 1.6. ***Materials*** appropriate to the work application and ***quality requirements*** are identified, obtained, prepared, safely handled and located ready for use. 1.7. ***Environmental requirements*** are identified for the project in accordance with environmental plans and ***statutory and regulatory authority*** obligations, and are applied.
2. Locate excavation site and erect safety equipment.	2.1. Excavation route is located, and line and depth are established from site plans and instructions. 2.2. Site pegs/profiles are used to identify service

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ELEMENT	PERFORMANCE CRITERIA
	markers and to ***set out*** service points and the excavation limits are marked.
	2.3. Safety barricades and signs appropriate to the project are erected in positions as required by site safety plan.
	2.4. Temporary drainage system is established to divert surface and sub-surface water from excavation.
	2.5. Service markers or taped areas are identified and damage or interference with underground services avoided.
3. Dig excavations.	3.1. ***Excavations*** are safely dug with hand tools to ensure correct route, line and depth, and that procedures are used to minimise risk to self and others.
	3.2. Machine operator is assisted with excavation to ensure correct route, line and depth, and that correct procedures are used to minimise risk to self and others.
	3.3. Trench/excavation support is installed where specified by job specifications and regulations.
	3.4. Excavation is cleaned free from loose material with hand tools and according to job requirements and instructions.
4. Clean up.	4.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification.
	4.2. Tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- communication skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- assist machine operator
- determine requirements
- enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
- follow instructions
- read and interpret:
  - documentation from a variety of sources
  - drawings and specifications
- report faults
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication, such as hand signals
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- numeracy skills to apply measurements and make calculations
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
  - use a range of mobile technology, such as two-way radio and mobile phones
  - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- commonly used in-ground services and identification by relevant markers
- construction terminology
- excavation materials
- excavation techniques
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)
- materials storage and environmentally friendly waste management
- plans, specifications and drawings
- processes for the calculation of material requirements
- quality requirements
- regulatory requirements for excavation support for safe access
- safe work with common plant used on construction industry sites
- types, characteristics, uses and limitations of tools and equipment
- workplace and equipment safety requirements.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • locate, interpret and apply relevant information, standards and specifications • comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations • comply with organisational policies and procedures, including quality requirements • safely and effectively use tools, plant and equipment • communicate and work effectively and safely with others • determine from an existing set out, a mark out and then excavate site as part of an overall project to job specifications without damaging services.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include:

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EVIDENCE GUIDE

	• an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices • support materials appropriate to activity • workplace instructions relating to safe work practices and addressing hazards and emergencies • material safety data sheets • research resources, including industry related systems information. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. Validity and sufficiency of evidence requires that: • competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace • where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and

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EVIDENCE GUIDE

separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions where specified
- maps
- memos
- MSDS
- organisation work specifications and requirements
- plans and specifications

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RANGE STATEMENT

	• regulatory and legislative requirements pertaining to carrying out excavations • relevant Australian standards • safe work procedures related to carrying out excavations • signage • verbal or written and graphical instructions • work bulletins • work schedules.
Planning and preparation include:	• work site inspection • equipment defect identification • assessment of conditions and hazards • determination of work requirements.

Safety (***OHS***) is to be in accordance with legislation, regulations, codes of practice, organisational safety policies and procedures, and project safety plan and may include:	• emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
	• handling of materials
	• hazard control
	• hazardous materials and substances
	• safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
	  • earth leakage boxes
	  • lighting
	  • power cables, including overhead service trays, cables and conduits
	  • restricted access barriers
	  • surrounding structures
	  • traffic control
	  • trip hazards
	  • work site visitors and the public
	  • working at heights
	  • working in confined spaces
	  • working in proximity to others
	  • working with dangerous materials
	• organisational first aid
	• personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
	• use of firefighting equipment

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RANGE STATEMENT

	• use of tools and equipment • workplace environment and safety.
Tools and equipment include:	• automatic levels • brooms • buckets • crow bars • hammers • hoses • laser levels • levels • measuring tapes and rules • picks • profiles • saws • set out pegs • shovels • staff • straight edges • string lines • wheelbarrows.
Materials include:	• nails • pegs • sheet material shoring (timber and metal) • timber.
Quality requirements include relevant regulations, including:	• Australian standards • internal company quality policy and standards • manufacturer specifications, where specified • workplace operations and procedures.
Environmental requirements include:	• clean-up management • noise and dust • vibration • waste management.
Statutory and regulatory authorities include:	• federal, state and local authorities administering applicable Acts, regulations and codes of practice.
Set out includes:	• identification of services that can be damaged or impede excavation • marking out of the project.
Excavations include:	• extension of existing structures, to provide provisions for new services and to modify or

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RANGE STATEMENT

	repair existing services • provisions for footings/slabs to new structures • shoring (timber, metal or piling) • those being undertaken on sloping ground, flat ground, wet ground, dry ground, loose ground or any type of foundation material, with mechanical assistance possibly required for rock • trench/excavation support using sheet material.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCCO2013A Carry out concreting to simple forms

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to safely install formwork, reinforcement and place and finish concrete for the construction of minor slabs, pathways and other minor works to a specified design finish.

The unit includes positioning the truck, placing concrete from truck to work area, spreading concrete and cleaning up site.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the understanding and skills to use concrete tools, equipment and materials with simple forms, which may include working with others and as a member of a team.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare.	1.1. Work instructions and operational details are obtained using relevant ***information***, confirmed and applied for ***planning and preparation*** purposes. 1.2. ***Safety*** (***OHS***) requirements are followed in accordance with safety plans and policies. 1.3. Signage and barricade requirements are identified and implemented. 1.4. Plant, ***tools and equipment*** selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported prior to commencement. 1.5. Materials quantity requirements are calculated in accordance with plans, specifications and ***quality requirements***. 1.6. ***Materials*** appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use. 1.7. ***Environmental requirements*** are identified for the project in accordance with environmental plans and regulatory obligations and applied.
2. Erect and strip simple	2.1. Subgrade is prepared.

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ELEMENT	PERFORMANCE CRITERIA
formwork.	2.2. ***Formwork*** design is identified from drawings. 2.3. Formwork is erected safely on commencement. 2.4. Form release agent is applied to erected formwork where specified. 2.5. Timber components are de-nailed following stripping of formwork. 2.6. Components are cleaned, stacked and stored for reuse or bundled for removal. 2.7. Formwork components are removed from site.
3. Place and tie reinforcement.	3.1. ***Reinforcing*** components are handled and positioned safely. 3.2. Reinforcing bars and mesh are positioned. 3.3. Bar chairs and spacers are positioned, with minimum edge cover.
4. Place concrete.	4.1. Formwork or excavation is cleaned of excess material and debris prior to concrete placement. 4.2. ***Concrete*** is safely transported by wheelbarrow. 4.3. Pump line/chute is controlled and concrete placed. 4.4. ***Concrete is placed*** in formwork to specified depth. 4.5. Concrete is screeded to the alignment of formwork and project specified datums. 4.6. Surface of ***concrete is finished*** in accordance with specifications.
5. Clean up.	5.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations and codes of practice and job specification. 5.2. Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

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REQUIRED SKILLS AND KNOWLEDGE

Required skills for this unit are:

- communication skills to:
  - determine requirements
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - follow instructions
  - read and interpret:
    - documentation from a variety of sources
    - drawings and specifications
  - report faults
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals
- evaluating own actions and making judgments about performance and necessary improvements
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- organisational skills, including the ability to plan and set out work
- recognising procedures, following instructions, responding to change and contributing to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- teamwork skills to coordinate own work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
  - use a range of mobile technology, such as two-way radio and mobile phones
  - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- concrete materials
- concreting techniques
- general construction terminology
- job safety analysis (JSA) and safe work method statements
- levelling techniques
- material safety data sheets (MSDS)
- materials storage and environmentally friendly waste management
- plans, drawings and specifications
- processes for the calculation of material requirements
- quality requirements
- simple formwork and reinforcing componentry

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REQUIRED SKILLS AND KNOWLEDGE

- types, characteristics, uses and limitations of plant, tools and equipment
- workplace and equipment safety requirements.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • locate, interpret and apply relevant information, standards and specifications • comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations • comply with organisational policies and procedures including quality requirements • safely and effectively operate and use tools, plant and equipment • communicate and work effectively and safely with others • prepare subgrade; erect formwork; cut, place and tie reinforcement; place and hand screed concrete for a slab of (4 square metres is recommended) and a minimum depth of 100mm to the required finished level and job specification.
Context of and specific resources	This competency is to be assessed using standard and authorised work practices, safety requirements

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EVIDENCE GUIDE

for assessment

and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

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EVIDENCE GUIDE

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions,

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RANGE STATEMENT

	where specified • MSDS • memos • regulatory and legislative requirements pertaining to concreting • relevant Australian standards • safe work procedures relating to concreting • signage • verbal, written and graphical instructions • work bulletins • work schedules, plans and specifications.
Planning and preparation include:	• assessment of conditions and hazards • determination of work requirements and safety plans and policies • equipment defect identification • work site inspection.

Safety (***OHS***) is to be in accordance with state and territory legislation and regulations and project safety plan and may include:	• emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
	• handling activities that may require the assistance of others or the use of manual or mechanical lifting devices where size, weight or other issues, such as a disability are a factor
	• hazard control
	• hazardous materials and substances
	• organisational first aid
	• PPE prescribed under legislation, regulations and workplace policies and practices
	• safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
	  • earth leakage boxes
	  • lighting
	  • power cables, including overhead service trays, cables and conduits
	  • restricted access barriers
	  • surrounding structures
	  • traffic control
	  • trip hazards
	  • work site visitors and the public
	  • working at heights

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RANGE STATEMENT

	• working in confined spaces • working in proximity to others • use of firefighting equipment • use of tools and equipment • workplace environmental requirements and safety.
Tools and equipment:	• include: • brooms • chutes • edging tools • shovels • trowels • wheelbarrows • may include: • bull floats • hand floats • kibbles • line pumps • stipple devices • trowelling machines.
Quality requirements include:	• internal company quality policy and standards • manufacturer specifications where specified • relevant regulations, including Australian standards • workplace operations and procedures.
Materials:	• include: • bar chairs • bracing • edge form/boards • fabric sheet mesh • pegs • spacers • may include reinforcing bars.
Environmental requirements include:	• clean-up management • dust and noise • stormwater management • vibration • waste management.

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RANGE STATEMENT

Simple ***formwork*** includes:	• timber or steel edge form to a maximum of 100mm in depth.

Simple ***reinforcing***:	• includes:
	  • bar chairs
	  • fabric sheet mesh
	  • spacers
	• may include:
	  • reinforcing bars
	  • trench mesh.

Simple forms of ***concrete***:	• include slabs (not requiring internal beams and piers)
	• may include:
	  • beam thickeners
	  • channels
	  • garden edges
	  • pathways
	  • post holes
	  • simple concrete aprons.

Concreting includes:	• finishing of concrete • floating of the concrete • placing of concrete • screeding, limited to include a hand screed.

Placing of concrete involves movement of concrete from the truck to the work and:	• includes:
	  • chutes
	  • wheelbarrows
	• may include:
	  • kibbles
	  • pump lines.

Finishing of concrete includes:	• broomed • hand floating • power floating • sponged • stipple device finish • trowelled • trowelling machine finish • wood floated • other project specified finish.

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Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry

Modification History

Release 1.

Supersedes and equivalent to CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry.

The unit of competency was updated to the Standards for Training Packages 2012.

This version first released with CPC Construction, Plumbing and Services Training Package Version 4.0.

Application

This unit specifies the outcomes required to carry out work health and safety (WHS) requirements through safe work practices in all on- or off-site construction workplaces.

It requires the performance of work in a safe manner through awareness of risks and work requirements, and the planning and performance of safe work practices with concern for personal safety and the safety of others.

The unit covers fundamental WHS requirements necessary to undertake work tasks within any sector in the construction industry. It includes the identification of hazardous materials, including asbestos, and compliance with legislated work safety practices. It does not cover removal of asbestos, which is a licensed activity.

It applies to workers in the construction industry.

This unit also relates directly to the general construction induction training requirements of the Model Work Health and Safety Regulations 2011 and relevant occupational health and safety regulations for Victoria and for Western Australia. Achievement of *CPCCWHS1001 Prepare to work safely in the construction industry* covers these induction training requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Elements and Performance Criteria

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Elements describe the essential outcomes.	Performance criteria describe what needs to be done to demonstrate achievement of the element.
1. Identify and assess risks.	1.1 Identify, assess and report hazards in the work area to designated personnel. 1.2 Report safety risks in the work area based on identified hazards, to designated personnel. 1.3 Follow safe work practices, duty of care requirements and safe work instructions for controlling risks. 1.4 Contribute to WHS, hazard, accident or incident reports in accordance with workplace procedures, Australian government and state or territory WHS legislation, and relevant information.
2. Identify hazardous materials and other hazards on work sites.	2.1 Correctly identify and, if appropriate, handle and use hazardous materials on a work site in accordance with legislative requirements, and workplace policies and procedures. 2.2 Apply measures for controlling risks and construction hazards effectively and immediately. 2.3 Use appropriate signs and symbols to secure hazardous materials that have safety implications for self and other workers, immediately they are identified. 2.4 Identify asbestos-containing materials on a work site and report to designated personnel.
3. Plan and prepare for safe work practices.	3.1 Identify, wear, correctly fit, use and store correct personal protective equipment and clothing for each area of construction work in accordance with workplace procedures 3.2 Select tools, equipment and materials, and organise tasks in conjunction with other personnel on site and in accordance with workplace procedures. 3.3 Determine required barricades and signage, and erect at the appropriate site location. 3.4 Apply material safety data sheets (MSDSs), job safety analyses (JSAs) and safe work method statements (SWMSs) relevant to the work to be performed.
4. Apply safe work practices.	4.1 Carry out tasks in a manner that is safe for operators, other personnel and the general community, in accordance with legislative requirements, and workplace policies and procedures. 4.2 Use plant and equipment guards in accordance with manufacturers' specifications, work site regulations and Australian Standards. 4.3 Follow procedures and report hazards, incidents and injuries

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	to relevant authorities. 4.4 Recognise and do not use prohibited tools and equipment in areas containing identified asbestos. 4.5 Identify and follow requirements of work site safety signs and symbols. 4.6 Clear and maintain work site area to prevent and protect self and others from incidents and accidents, and to meet environmental requirements.
5. Follow emergency procedures.	5.1 Identify designated personnel in the event of an emergency for communication purposes. 5.2 Follow safe workplace procedures for dealing with accidents, fire and other emergencies, including identification and use, if appropriate, of fire equipment within scope of own responsibilities. 5.3 Describe, practice and effectively carry out emergency response and evacuation procedures when required. 5.4 Carry out emergency first aid treatment of minor injuries and, as soon as possible, accurately report treatment details to designated personnel.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and is equivalent to CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry.

Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad

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Assessment Requirements for CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry

Modification History

Release 1.

Supersedes and equivalent to CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry.

The unit of competency was updated to the Standards for Training Packages 2012.

This version first released with CPC Construction, Plumbing and Services Training Package Version 4.0.

Performance Evidence

To demonstrate competency in this unit, a person must apply WHS requirements, policies and procedures on three separate and different occasions in the construction industry.

In doing this, the person must meet the performance criteria for this unit.

Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- jurisdictional work health and safety (WHS) and environmental legislation and regulations
- workplace requirements for undertaking all aspects of applying WHS requirements, policies and procedures in the construction industry including interpreting work orders and reporting problems
- procedures and policies for identifying and reporting hazards, safety risks and hazardous materials, including asbestos, in the workplace
- procedures for following safe practices when dealing with hazards and hazardous materials, and controlling risks associated with them
- use of appropriate protective equipment and clothing, choice of tools, use of barricades and signage, and the necessity of following relevant safety procedures as indicated
- methods of safely performing tasks in accordance with legislative requirements and workplace policies and procedures
- procedures for reporting hazards, incidents and injuries
- necessity for keeping work site clear of risks to prevent accidents and to meet environmental requirements
- policies and procedures to be followed in an accident, fire or other type of emergency.

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Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations.

Assessment of performance must be undertaken in the workplace or in a simulated workplace environment. Tasks are to be performed to the level of proficiency and within the time limits expected in a workplace.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- appropriate documents, materials, tools, equipment and personal protective equipment currently used in industry
- requirements of appropriate sections of legislation and regulations
- relevant workplace policies and procedures.

Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad

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CUAACD301 Produce drawings to communicate ideas

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the skills and knowledge required to produce drawings that represent and communicate ideas. It does not relate to drawing as an art form.

It applies to individuals who use drawings, either electronic or hand drawn, for personal use or in response to a project or brief. Drawings may include design concepts for objects, processes or spaces, movement sequences for performances or screen productions, exhibitions, tenders, proposals or publications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Visual communication – art, craft and design

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan drawing work	1.1 Identify drawing requirements from reference material and confirm with appropriate people if required 1.2 Identify factors, including contractual, legal and ethical factors, that may impact on how drawing work is undertaken 1.3 Gather information about drawing techniques, materials and equipment from a range of sources and determine how they may be used to communicate ideas

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Evaluate information for its application to specific drawing briefs
2. Experiment to represent ideas	2.1 Explore the capabilities of techniques, materials and equipment 2.2 Follow safety procedures for particular techniques, materials and equipment 2.3 Select approaches that best suit the purpose of drawings and their presentation context
3. Create drawings	3.1 Organise materials, tools and equipment for selected techniques 3.2 Produce preliminary drawings and discuss their effectiveness with relevant people 3.3 Confirm intellectual property and other relevant legislative requirements are met 3.4 Finalise drawings, incorporating feedback on work in progress as required 3.5 Prepare drawings for the presentation context

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4	• Interprets information from familiar sources to determine drawing production requirements and legal and safety constraints
Oral Communication	1.1, 1.2, 3.2	• Uses questioning and active listening to gather information and opinions from others
Navigate the world of work	1.2, 2.2, 3.3	• Complies with legal, ethical and safety requirements associated with creative work
Interact with others	3.2	• Uses accepted practices and protocols in discussions of work progress with others
Get the work done	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.4, 3.5	• Identifies and organises relevant information and resource requirements • Analyses drawing requirements and tests the

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		capabilities of materials, tools and equipment to determine the most appropriate approach for final production • Refine drawings in response to feedback and presentation requirements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAACD301 Produce drawings to communicate ideas	CUVACD301A Produce drawings to communicate ideas	Updated to meet Standards for Training Packages and clarify intent. Minor edits to performance criteria.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5

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Assessment Requirements for CUAACD301 Produce drawings to communicate ideas

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Performance Evidence

Evidence of the ability to:

- identify and analyse drawing requirements
- explore techniques, materials and equipment safely
- produce a series of drawings that:
  - show a command of selected techniques
  - successfully communicate the required ideas.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe physical properties and capabilities of the range of materials, tools and equipment used in drawing
- identify sources of information about different approaches to drawing
- identify work health and safety issues associated with tools and materials used for drawing
- explain intellectual property issues and other legislation relevant to drawing.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- equipment and materials required to produce drawings
- information sources.

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5

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CUACMP311 Implement copyright arrangements

Modification History

Release	Comments
Release 2	This version was released with CUA Creative Arts and Culture Training Package Version 4.1. Minor edits to performance evidence.
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 4.0.

Application

This unit describes the skills and knowledge required to implement individual or collaborative copyright arrangements.

This unit applies to individuals required to source copyright information, obtain permission to use other people's material, protect material from unauthorised use and applying copyright notices for creative works.

Individuals that undertake this unit typically work under supervision with some responsibility regarding the planning and completion of work tasks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Compliance

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes.	*demonstrate achievement of the element.*
1. Source information on copyright	1.1 Identify sources of information on copyright, to determine what is and what is not protected by copyright 1.2 Identify the role of copyright collecting societies 1.3 Identify and discuss copyright laws and regulations with relevant personnel
2. Obtain permission to use copyright material	2.1 Identify copyright owner's exclusive rights to creative works 2.2 Determine need for copyright clearance and identify potential for use of copyright material in accordance with laws and regulations that govern copyright in Australia 2.3 Discuss and confirm copyright clearance issues with relevant personnel 2.4 Determine if moral rights or performer's rights need to be credited 2.5 Obtain and record copyright clearance permissions in accordance with organisational requirements
3. Protect material from unauthorised use	3.1 Confirm original work as being the result of individual or collaborative effort 3.2 Discuss and formally record copyright ownership or proportional ownership with relevant personnel 3.3 Identify and confirm individual or collaborative copyright responsibilities 3.4 Identify potential infringements to copyright claims 3.5 Apply copyright notices on creative works in accordance with legal obligations and workplace policies and procedures 3.6 Prepare, date and store documentation to track copyright notices

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Interprets documentation to assist with copyright requirements

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Writing	• Completes workplace documentation accurately and legibly using technically specific language
Oral Communication	• Obtains information by listening and questioning • Uses clear language to contribute information and express requirements
Navigate the world of work	• Understands and complies with relevant legislation to assist with copyright arrangements
Interact with others	• Works collaboratively to determine and complete requirements
Get the work done	• Plans and organises routine tasks, taking some responsibility for identifying and confirming copyright issues • Recognises and responds to predictable routine problems seeking assistance when problems are beyond immediate responsibilities or experience • Uses technology to track and download material

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
CUACMP311 Implement copyright arrangements (Release 2)	CUACMP311 Implement copyright arrangements (Release 1)	Minor edits to performance evidence.	Equivalent unit

Links

Companion Volumes are available from VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5

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Assessment Requirements for CUACMP311 Implement copyright arrangements

Modification History

Release	Comments
Release 2	This version was released with CUA Creative Arts and Culture Training Package Version 4.1. Minor edits to performance evidence.
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 4.0.

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit; including evidence of the ability to:

- source information and seek assistance to organise copyright permission and clearance for creative works
- apply copyright notices on creative works in accordance with legal obligations and workplace policies and procedures
- communicate with copyright collecting societies
- recognise infringements of copyright
- document and store copyright clearances claims and notices in accordance with legal obligations and workplace policies and procedures

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit. This includes:

- key concepts of exclusive rights, fair use, moral rights and performer's rights
- procedures to determine copyright ownership
- sources of copyright information
- digital content copyright and common sources of infringement

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- Australian organisations responsible for holding copyright collections and their roles and responsibilities
- key features of laws and regulations that govern copyright in Australia.
-

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a creative arts working environment or workplace. This includes access to:

- information sources on definitions, laws and regulations about copyright
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

Companion Volumes are available from VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5

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CUADRA201 Develop drawing skills

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the skills and knowledge required to use a limited range of basic drawing techniques to produce fundamental drawings from simple ideas. This unit relates to drawing as an art form and differs from units that focus on drawing as a visual representation tool.

It typically applies to individuals who have developed some general design or drawing skills and who are now embarking on a career in visual arts. They have little or no experience in drawing and work under close supervision and with guidance from others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Visual communication – drawing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare drawing resources	1.1 Calculate and obtain type and quantity of drawing equipment, tools and materials according to own selected ideas for the work 1.2 Prepare equipment, tools and materials according to procedures for workplace safety, cost control and waste minimisation 1.3 Set up a safe work space with guidance from key people
2. Use and test drawing	2.1 View a range of drawings in different styles, and discuss with

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ELEMENT	PERFORMANCE CRITERIA
techniques	key people how effects are achieved 2.2 Match potential techniques to ideas for own drawings with assistance from key people 2.3 Test a range of techniques to determine the effects they achieve through experimentation with samples, practice pieces or work in progress 2.4 Use selected techniques to produce fundamental drawings, considering and applying elements and principles of design 2.5 Clean and store equipment, tools, and materials according to specific needs of different items 2.6 Handle equipment, tools and materials safely and minimise waste throughout all processes
3. Review work to develop skills	3.1 Review own drawings and note areas for future improvement 3.2 Seek and consider feedback from key people to identify areas for improvement 3.3 Review different opportunities to build own skills and select suitable options

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.3	• Plans a learning process to build own skills
Reading	1.2	• Interprets detailed information from familiar procedural documents to determine production and safety requirements
Oral Communication	1.3, 2.1, 2.2, 3.2	• Clearly explains ideas for designs and techniques using relevant industry language • Uses questioning and active listening techniques to gain information and feedback and confirm understanding
Numeracy	1.1, 1.3, 2.4	• Uses basic calculations to determine quantities of materials, measure dimensions of work space and drawings

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Navigate the world of work	1.2, 1.3, 2.4, 2.6	• Follows defined procedures and legislative requirements, understands boundaries of own work and skill, and seeks clarification and guidance on all issues
Interact with others	1.3, 2.1, 2.2, 3.2	• Seeks guidance and cooperates with instructions and advice from others to achieve best outcomes for own creative work
Get the work done	1.1-1.3, 2.1-2.4	• Organises all processes to set up work space, test techniques and produce creative work with close guidance from others • Makes routine decisions using procedures to guide activities • Makes decisions about appropriate techniques by evaluating and testing a limited range of known options with assistance from others • Resolves problems with technique through trial, error and practice

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADRA201 Develop drawing skills	CUVDRA201A Develop drawing skills	Updated to meet Standards for Training Packages and clarify intent.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5

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Assessment Requirements for CUADRA201 Develop drawing skills

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Performance Evidence

Evidence of the ability to:

- produce multiple fundamental drawings where the materials and techniques support own ideas for work
- document a basic plan to build own skills, outlining own selected skill development options.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the general features of major styles of drawing and the work of key practitioners relevant to individual area of interest
- outline, for the elements and principles of design, the fundamental characteristics, primary interrelationships and use in fundamental drawings
- outline, for a range of equipment and tools used to produce drawings, key physical features and uses, cleaning techniques and storage requirements
- outline the general features and use of a basic range of materials and techniques used to produce fundamental drawings
- outline typical work space requirements for producing fundamental drawings including ways of organising space and equipment for efficient work operation
- outline procedures for working safely with drawing materials, tools and equipment.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- equipment, tools and materials used to produce drawings
- relevant information sources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5

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FSKNUM21 Apply an expanding range of mathematical calculations for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge to extract and evaluate mathematical information and make a range of calculations including positive and negative numbers, rates and ratios, and powers and roots.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 4 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Extract and interpret mathematical information	1.1 Extract mathematical information embedded in a range of workplace tasks and texts 1.2 Interpret and comprehend mathematical information

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Element	Performance Criteria
2. Undertake mathematical calculations involving multiple steps	2.1 Select from and use a range of mathematical and problem solving processes 2.2 Flexibly use different forms of fractions, decimals and percentages 2.3 Calculate with positive and negative numbers 2.4 Express numbers as powers and roots and use in calculations 2.5 Calculate using routine formulas
3. Check and communicate results	3.1 Use estimation and assessment processes to check outcome 3.2 Use mathematical language to discuss and explain the processes, results and implications of the task

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Writing		• Records steps of calculation and result, uses symbolism appropriate to task
Technology		• Uses a scientific calculator

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

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Assessment Requirements for FSKNUM21 Apply an expanding range of mathematical calculations for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- extract, interpret and use mathematical information
- perform calculations involving fractions, decimals, percentages, positive and negative numbers, basic powers and roots and routine formulas
- perform multi-step calculations
- apply calculations to workplace contexts and tasks.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- equivalent value of fractions, decimals and percentages
- relationship between powers and roots
- workplace application of negative numbers
- order of operations and use of brackets and parentheses.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access a range of established support resources.

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Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

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ICPPRN282 Produce and manage basic digital print

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to construct a range of electronic data files, perform basic colour management techniques and produce and manage a print runt to achieve maximum productivity.

It applies to individuals working in the printing and graphic arts industry who perform a range of mainly routine tasks, work under direct supervision and use limited practical skills and knowledge in a defined context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Printing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Troubleshoot and maintain operations of digital print system	1.1 Errors in operation of hardware and consumable components in the printing module of a digital printing system are identified and rectified 1.2 Source of errors related to electronic data file, digital front-end, workstation or industry software or hardware printing systems is located and rectified and/or technical assistance is coordinated according to manufacturer's specifications

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Preventive maintenance is performed according to manufacturer's specifications to ensure digital print system functions at optimum productivity with minimum downtime and wastage 1.4 Incompatibilities between versions of hardware and software used in digital printing are identified and rectified
2. Liaise with clients	2.1 Print service and quality expectations are clearly communicated to client according to enterprise procedures 2.2 Advice is provided to clients on how to set up electronic data files for digital printing according to enterprise procedures, manufacturer's specifications and digital print equipment capabilities 2.3 Advice is provided to clients on appropriate substrates and document finishing methods for digital printing jobs, according to client's budget and job specifications
3. Perform basic electronic document impositions	3.1 Electronic file imposition using a range of industry software is completed according to job specifications 3.2 Document finishing requirements for an imposed digital print job are finalised with co-workers or external services, if required, according to equipment availability and enterprise procedures
4. Perform basic digital colour management	4.1 Red Green Blue (RGB), Cyan Magenta Yellow Black (CMYK) and PMS colour charts are outputted and differences between computer monitor colour and digitally printed colour are adjusted 4.2 Common problems of colour digital printing are rectified and communicated to clients according to job specifications
5. Access and verify electronic data files	5.1 Workstation computer and industry software are used to locate and retrieve electronic data files according to job specifications 5.2 Digital front-end processor is used to locate and retrieve electronic data files according to job specifications 5.3 Preview or pre-flight check of electronic data files is performed to verify correct job set-up according to job specifications 5.4 Basic troubleshooting methods are applied to identify unverified data files, file errors and job requirement inconsistencies according to manufacturer's specifications
6. Submit data files to digital print system	6.1 Job priority is determined according to job specifications and production schedules

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ELEMENT	PERFORMANCE CRITERIA
	6.2 Data files are submitted to print and image quality checks, and machine productivity checks are performed
7. Produce digital proof and run print job	7.1 Proof run is conducted to confirm proof conforms to job specifications and/or for client approval 7.2 Print run is conducted according to job specifications ensuring machine productivity and quality are monitored and rectified throughout the print job
8. Coordinate and/or perform document finishing and client delivery	8.1 Steps required for document finishing are determined, if not performed on in-line finishing units, on a web or sheet-fed system according to enterprise procedures 8.2 Finished print work is packaged to prevent damage and to conform to delivery requirements according to job specifications

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 3.1, 4.2, 5.1-5.4, 6.1, 7.1, 7.2, 8.2	• Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications
Writing	2.1-2.3	• Communicates relationships between ideas and information in a style appropriate to audience and purpose
Oral Communication	1.2, 1.3, 2.1-2.3, 3.1, 3.2, 4.2, 5.1-5.3, 6.1, 7.1, 7.2, 8.2	• Speaks clearly using appropriate vocabulary, tone and pace to report faults and discrepancies • Determines client and stakeholder requirements to inform a design or technical brief
Numeracy	2.2	• Interprets and analyses a range of mathematical information used in familiar and routine tasks
Navigate the world of work	1.2, 1.3, 2.1-2.3, 3.1, 3.2, 4.2, 5.1-5.4, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role • Complies with work health and safety (WHS), legislative requirements and follows organisational policies and procedures relevant to own role
Interact with	1.2, 1.3, 2.1-2.3, 3.1,	• Cooperates with others as part of familiar routine

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others	3.2, 4.2, 5.1-5.3, 6.1, 7.1, 7.2, 8.2	activities, and contributes to specific activities requiring joint responsibility and accountability • Understands what to communicate, with whom and how in routine work situations, identifying relevant information and ideas
Get the work done	1.1-1.4, 3.1, 3.2, 4.1, 4.2, 5.1-5.4, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2	• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency • Recognises and anticipates an increasing range of familiar problems, actively looking for early warning signs and implementing contingency plans • Plans, identifies and assembles resources required to complete tasks • Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPRN282 Produce and manage basic digital print	ICPPR282C Produce and manage basic digital print	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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Assessment Requirements for ICPPRN282 Produce and manage basic digital print

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- accurately produce a flowchart that demonstrates FOUR examples of digital print workflows for digital printing (one basic document file, one variable data document file, one colour document file and one electronically imposed document file)
- conduct and manage a digital print run according to client specifications and work health and safety (WHS) requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- name safety devices that need to be in place when working on the machine
- explain a paper misfeed, how to access and clear it
- explain potential problems with front to back registration, and if substrate weight and machine specifications do not match
- outline problems that can occur when downloading files from a digital front-end and how can they be solved, including distinguishing between problems with downloading from a digital front-end, and with the printing module
- describe action if a digital front-end loses communication with the printing module
- outline precautions to maintain fit, proportion and position of printed images, and how to ensure the machine has been calibrated to manufacturer's specifications
- outline the process if image colour is not consistent
- outline the process for ensuring correct dimensions and measurements have been set up in the pre-press stage
- identify quality issues if improper substrate handling procedures are not performed

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- identify machine manuals, safety and other documentation relevant to machine operation and maintenance, where they are kept, and how to find information relating to industry software applications and other relevant sources of information
- describe the process if the incorrect version of software is loaded or needs an update
- outline actions if vital information is missing from the job ticket (manual or electronic)
- outline checks undertaken prior to set-up (availability of material, maintenance)
- outline the process if a file does not transfer correctly and what to do to correct the problem
- outline checks to ensure data is in a format that can be used in digital printing, and benefits of using electronic data rather than scanning hardcopy
- describe ways to submit a PDF file to the digital printer
- describe the process to ensure clients have correct procedures for providing electronic files
- describe the process of explaining to a client differences in colour displayed on a computer monitor compared to printed output
- outline recommendations to a client who has created an electronic file in an incompatible software application
- describe the process for estimating turnaround time for a client with a tight deadline
- describe steps for client approval of the print
- proofing and adjustment and circumstances where a job would be modified before printing
- outline situations where margins would be changed when the job reaches the printer
- name what the proof is checked against
- describe the final approval process for basic jobs
- describe the process for adjusting colour, toner/ink coverage or dealing with density problems
- outline the process if required substrate were unavailable
- name the maximum and minimum weight of substrate that can be printed on a specific machine, and maximum feeding and delivery quantities for the machine
- explain possible problems with incorrect feeding and delivery
- explain OHS procedures to follow when setting up in-line processes
- outline in-line options and on-line finishing options available on the machine
- describe the process for document finishing and client delivery
- describe various types of binding, and procedures, if the binding method required by the client is not available at your site
- outline options if the document size is too thick to staple
- describe importance of packaging of finished print work.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to special purpose tools, equipment and materials.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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ICPPRN284 Use colour management systems

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify and apply fundamental theory of colour including terminology, colour modes and analysis of light and colour.

It applies to individuals who generally work under direct supervision and assist with digital production workflow.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Printing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify need for colour management	1.1 Varied colour representations across devices are recognised and recorded according to job requirements 1.2 Colour inconsistencies between input, display and output devices, and printed products are identified and addressed 1.3 Components of colour management systems are identified and correctly used
2. Use colour modes and libraries	2.1 Colour modes and libraries are used according to job specifications

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Images are converted between colour modes using processes that ensure best reproduction according to job specifications 2.3 Colour libraries are selected and used within software applications according to job specifications

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1-2.3	• Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications
Writing	1.1, 1.3	• Completes job documentation in a style appropriate to audience and purpose
Oral Communication	1.3, 2.1-2.3	• Receives and passes on straightforward messages
Navigate the world of work	1.3, 2.1-2.3	• Recognises and follows explicit and implicit protocols associated with own role including appropriate work health and safety (WHS) requirements associated with immediate role
Interact with others	1.3, 2.1-2.3	• Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability
Get the work done	1.1-1.3, 2.1-2.3	• Takes responsibility for planning and organising own workload including identifying and rectifying familiar problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPRN284 Use colour management	ICPPR284A Introduction to	Updated to meet Standards for	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
systems	colour management	Training Packages Renamed to reflect industry practice	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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Assessment Requirements for ICPPRN284 Use colour management systems

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- recognise variations and inconsistencies in colour representation across devices
- identify and use components of a colour management system
- select and convert images to appropriate colour modes
- select colour libraries that comply with specific job specifications
- locate and use information relevant to the task from a variety of information sources.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify components of a colour management system and their application
- explain terminology associated with colour management
- identify standard lighting conditions for matching colour
- describe effects of different lighting conditions on monitors, proofing and printing
- explain measurement of light intensity and colour temperature
- identify differences between red, blue, green (RGB), cyan, magenta, yellow, black (CMYK), lab colour and spot colour
- list different rendering intents and their application
- describe under-colour removal (UCR) and grey component replacement (GCR) and the effect they have on an image
- explain different pantone libraries and their application
- identify work health and safety (WHS) issues to consider when managing colour for digital production.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- industry software packages used for colour management production.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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ICPPRN383 Prepare for personalised digital printing

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to set up a digital printing press for personalised data printing.

This unit applies to individuals who possess a sound theoretical knowledge base and who typically provide leadership in the production of personalised digital print runs that involve setting data files and ensuring correct sequence.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Printing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify job specifications	1.1 Job details are checked and confirmed against job specifications 1.2 Correct materials are checked and are available for the job 1.3 Printing equipment is checked for efficiency and safely 1.4 Post-printing requirements are accurately identified according to job specifications 1.5 Correct data files are accessed and data conforms to job

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ELEMENT	PERFORMANCE CRITERIA
	specifications
2. Set data requirements	2.1 Data files are set up to ensure required dynamic links operate correctly and settings conform to job specifications 2.2 Data is in correct sequence required for the run 2.3 Data is checked to ensure it is uncorrupted
3. Set machine quality	3.1 Work area is safe and ready for production 3.2 Digital printing machine is set to run efficiently and safely 3.3 Image is complete, sharp, of the required strength, free from contamination and in register 3.4 Output can be achieved at required quality standard and at required speed 3.5 Sample from the machine is produced and checked for conformance to job specifications 3.6 Adjustments are made where specifications are not met 3.7 If adjustments involve changes to materials, costs or time, supervisor or client are informed and approval secured 3.8 Set up is complete before deadline for the start of production

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.5, 2.1-2.3, 3.5, 3.6	• Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications
Writing	3.7	• Enters routine data associated with production processes and enterprise procedures
Oral Communication	1.1, 1.5, 2.1, 2.2, 3.5-3.7	• Speaks clearly using appropriate vocabulary, tone and pace to report faults and discrepancies
Navigate the world of work	1.1-1.5, 2.1, 2.2, 3.1-3.8	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role • Recognises and follows all procedures for set-up, cleaning and maintenance of equipment, incorporating

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		regulatory requirements and enterprise procedures
Interact with others	1.1, 1.5, 2.1, 2.2, 3.5-3.7	• Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability • Understands what to communicate, with whom and how, in routine work situations
Get the work done	1.1-1.5, 2.1-2.3, 3.2, 3.3, 3.5-3.8	• Determines priorities and sequences steps involved in clearly defined, familiar tasks • Recognises and takes responsibility for addressing predictable, and some less predictable problems in familiar work contexts • Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICPPRN383 Prepare for personalised digital printing	ICPPR383C Prepare for personalised digital printing	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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Assessment Requirements for ICPPRN383 Prepare for personalised digital printing

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- manage and adjust digital data to conform to print requirements prior to digital printing and produce personalised digital print runs that involve setting data files and ensuring correct sequence.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss how job requirements are established
- identify various information sources
- discuss appropriate set up required to run the printing machines safely and efficiently
- describe result prediction
- explain data interpretation
- outline data retrieval.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- digital printer.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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ICPPRN385 Apply software applications to digital production

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to correctly select and use a variety of software applications to efficiently produce a standard job.

It applies to skilled individuals working in digital production who are responsible for digital production workflow and who apply a broad range of competencies in a varied work context. They use some discretion and judgement, and relevant technical knowledge, and provide technical advice and support to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

ICPSUP281	Use computer systems

Unit Sector

Printing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select and assess	1.1 Publication requirements of layout brief are determined to

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ELEMENT	PERFORMANCE CRITERIA
software	align with digital production processes and feasibility 1.2 Range of software applications is selected according to job specifications 1.3 Appropriate software applications are used to complete components of the job according to manufacturer's specifications and enterprise standards
2. Arrange elements on page	2.1 Client copy and images are assembled to conform to the design brief 2.2 Text is prepared and required fonts and font size are applied 2.3 Basic elements and images are created and arranged on the page to conform to the design brief 2.4 Image resolution and colour mode are determined according to job specifications, help function is accessed, if required, and solutions to queries found 2.5 Document set-up is completed to conform to the design brief and job specifications
3. Check quality	3.1 Text is reviewed for possible errors and omissions, and errors are discussed with client or supervisor 3.2 Basic elements are arranged to adhere with design principles 3.3 Copy is proofed and rechecked for errors, omissions and overall layout design 3.4 Necessary changes are made and reviewed and re-proofed as required 3.5 Job is saved according to enterprise procedures
4. Use RIP to output job	4.1 Layout is imported into a raster image processor (RIP) or front-end processor according to workplace procedures 4.2 Layout is produced according to job specifications and enterprise standards

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1-1.3, 2.1, 2.3-2.5, 3.1, 4.2	• Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications
Writing	2.2, 3.1	• Enters routine data associated with production processes and enterprise procedures
Oral Communication	3.1	• Speaks clearly using appropriate vocabulary, tone and pace to report faults and discrepancies
Navigate the world of work	1.1-1.3, 2.1-2.5, 3.5, 4.1, 4.2	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	1.1-1.3, 2.4, 2.5, 3.1, 4.2	• Understands what to communicate, with whom and how, in routine work situations
Get the work done	1.2, 1.3, 2.1-2.5, 3.2-3.5, 4.1, 4.2	• Takes responsibility for planning and organising own workload making design choices as appropriate • Recognises and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts • Utilises a broad range of features within applications to improve personal productivity, optimising software functions for specific purposes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICPPRN385 Apply software applications to digital production	ICPPR385A Apply software applications to digital production	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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Assessment Requirements for ICPPRN385 Apply software applications to digital production

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- correctly use TWO software applications to prepare and produce two different sets of layouts according to enterprise standards and job specifications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list different processes used in digital production
- describe colour modes and how they affect output
- outline how image resolution is governed by output resolution and/or viewing distance
- describe various software applications and their usages in relation to digital production
- identify how job specifications determine typeface selection and the effect typefaces have on readability
- explain design principles, such as hierarchy, emphasis, contrast, alignment, repetition and flow
- describe how to select and manipulate type within a layout application, and image manipulation techniques including basic colour correction
- describe how to create basic vector shapes with an application
- outline different colour modes and their uses
- outline preflighting procedures and various ways to import a job into a RIP
- identify location of manuals, safety and other documentation relevant to high-end software applications for digital production.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- RIP or front-end processor.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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ICPPRN387 Use colour management for production

Modification History

Release	Comments
Release 2	This version released with ICP Printing and Graphic Arts Training Package Version 2.0. Version created to correct typographical error.
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to obtain an acceptable match across colour devices, including the correct use of colour profiles and calibration of monitors and output devices.

It applies to skilled individuals who set up, operate and monitor equipment and machinery, and who may have to prepare material and apply solutions to problems. They may also provide leadership and guidance to others, with limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

ICPPRN284	Use colour management systems

Unit Sector

Printing

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify colour requirements	1.1 Publication conditions are determined to identify colour management requirements 1.2 Requirements are established to guide provision and use of colour profiles
2. Calibrate digital devices	2.1 Digital devices in the workflow are calibrated to produce accurate colour reproductions 2.2 Device profiles created during calibration are correctly used and stored 2.3 Digital devices are checked regularly to ensure they are still within calibration 2.4 Profiles or equipment parameters are adjusted to bring devices back into calibration, when required 2.5 Records are stored to ensure calibration occurs regularly
3. Use colour profiles	3.1 Source and destination profiles are identified within the workflow 3.2 Profiles are used to ensure colour on monitors, proofs and final product match as closely as possible 3.3 Images are converted to correct profile if incorrect profile is embedded 3.4 Correct rendering intent is used to ensure accurate colour conversion
4. Configure software within workflow	4.1 In the workflow, software applications with colour management features are determined 4.2 Software applications with colour management features are configured to meet output condition 4.3 Range of colour management presets are configured, saved and correctly used for various output conditions
5. Maintain colour management workflow	5.1 Colour management system is checked regularly to ensure consistent colour match 5.2 Monitors are calibrated regularly to ensure accurate reproduction of colour 5.3 Digital devices are re-calibrated regularly or when conditions

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ELEMENT	PERFORMANCE CRITERIA
	change from initial calibration

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.5	• Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications
Writing	2.5	• Enters routine data associated with production processes and enterprise procedures
Navigate the world of work	1.1, 1.2, 2.1-2.5, 3.1-3.4, 4.2, 4.3, 5.1-5.3	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role • Complies with work health and safety (WHS) and legislative requirements and follows organisational policies and procedures relevant to own role
Get the work done	1.1, 1.2, 2.1-2.4, 3.1-3.4, 4.1-4.3, 5.1-5.3	• Takes responsibility for planning and organising own workload, and assembles required resources • Recognises and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts • Utilises a broad range of features within applications to improve personal productivity, optimising software functions for specific purposes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPRN387 Use colour management for production Release 2	ICPPRN387 Use colour management for production Release 1	Updated to correct typographical error	Equivalent unit

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Links

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Assessment Requirements for ICPPRN387 Use colour management for production

Modification History

Release	Comments
Release 2	This version released with ICP Printing and Graphic Arts Training Package Version 2.0. Version created to correct typographical error
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- correctly produce THREE jobs with final product on varied media, including both print and digital platforms
- apply colour management system maintenance procedures according to enterprise procedures and job specifications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify work health and safety (WHS) issues related to managing colour for digital production
- define densitometric and spectrophotometric measurement
- define International Colour Consortium (ICC) profiles, their use and the effects they can have on output
- explain device independent colour and profile connection spaces
- outline use of colour space conversions and rendering intents
- describe factors that influence selection of highlight and shadow aim points
- explain grey balance requirements in relation to colour correction and the process of determining grey balance requirements
- describe ink/toner light errors – 'ideal' versus 'actual' inks/toners

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- explain viewing light conditions and metamerism
- outline factors determining requirements for colour correction and how different stocks affect colour
- describe effects different inks have on colour reproduction for proofing and final production, and how dot gain affects colour
- identify type of press and what printing process is being used for final output
- describe solutions to common problems of colour management
- describe effects of using the wrong profile on output
- identify sources of information on colour management.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to special purpose tools, equipment and materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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ICPPRN388 Preflight and import complex images for digital devices

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to confirm that digital files required for the printing process are all present, valid, correctly formatted and of the desired format to be imported into a digital device. It includes the application of preflight procedures and importation of files into raster image processors (RIPs).

It applies to individuals who use specialised knowledge and follow organisational processes to ensure product quality meets requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Printing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Access and preflight electronic files	1.1 Electronic data files are located and retrieved using a workstation computer and industry software according to job specifications 1.2 Preflight check of electronic data files is performed to verify correct job set-up according to job specifications, and problems associated with files are identified

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Troubleshooting methods are applied to identify file errors and job requirement inconsistencies 1.4 Solutions are implemented to rectify errors according to job specifications 1.5 Preflight presets are configured for various job specifications
2. Import file to RIP or job queue	2.1 Correct output profile is selected according to job specifications 2.2 Most productive submission workflow is selected and documented based on data file format, quantity and file size, and document finishing 2.3 Job priority is determined according to job specifications and production schedules 2.4 Print driver and/or job download software is correctly installed and set up on workstation computer and/or digital front-end processor 2.5 Manufacturer's installation instructions are located and/or software installation is coordinated according to enterprise procedures 2.6 Data file is submitted to output device, image quality and machine productivity checks are performed, and adjustments made to correct any problems

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 1.5, 2.1, 2.3, 2.5	• Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications
Writing	2.2	• Enters routine data associated with production processes and enterprise procedures
Oral Communication	1.1, 1.2, 1.4, 1.5, 2.1, 2.3, 2.5	• Speaks clearly using appropriate vocabulary, tone and pace to report faults and discrepancies
Navigate the	1.1-1.5, 2.1-2.6	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role

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world of work		
Interact with others	1.1, 1.2, 1.4, 1.5, 2.1, 2.3, 2.5	• Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability • Understands what to communicate, with whom and how, in routine work situations
Get the work done	1.1-1.5, 2.1-2.6	• Takes responsibility for planning and organising own workload, and assembles required resources • Recognises and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts • Utilises a broad range of features within applications to improve personal productivity, optimising software functions for specific purposes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
ICPPRN388 Preflight and import complex images for digital devices	ICPPR388A Preflight and import complex images for digital devices	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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Assessment Requirements for ICPPRN388 Preflight and import complex images for digital devices

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- import electronic files that are error-free and meet job specifications into rips or output queues
- find and use information relevant to the task from a variety of information sources
- preflight and import TWO complex jobs according to manufacturer's specifications and enterprise procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and describe key digital printing processes
- outline required resolution for various output conditions
- describe different colour modes and how they affect output
- explain trapping and overprint requirements
- identify and describe different screen types and angles
- outline bleed amounts required for various jobs
- explain the impact font types and licensing can have on output
- describe preflighting tools available in various applications
- compare different file types and how they can affect output
- outline factors that influence processing speed of a job during ripping
- explain how the ripping speed of a job can be increased.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- high-end computers
- raster image processors (RIPs)
- output devices
- layout software.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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ICPPRN389 Manage digital files

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to store and retrieve electronic files for efficient access.

It applies to individuals who work under limited supervision in the application of digital file management.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Printing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Save digital files	1.1 Logical digital file system of folders and sub-folders is created and files are named using enterprise format 1.2 Files are saved using appropriate format into digital file system 1.3 Version control is used to ensure the most recent files can be accessed
2. Retrieve and manage digital files	2.1 Required files are retrieved and opened from digital file system 2.2 Computer search functions are used to find incorrectly stored files

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Files are sent to required location and any naming errors are amended
3. Archive digital files	3.1 Archive system is created according to enterprise protocols 3.2 Consistent, regular backup strategies are undertaken to allow for retrieval of files if there is a data loss event 3.3 Files are retrieved from archive system

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.3, 3.1-3.3	• Uses a number of reading strategies to identify and interpret relevant information within familiar text types
Writing	1.1-1.3, 3.1	• Enters routine data associated with production processes and enterprise procedures
Navigate the world of work	1.1, 1.2, 2.1, 2.3, 3.1, 3.2	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role evaluating effectiveness of decisions on how well they met stated goals
Get the work done	1.1-1.3, 2.1-2.3, 3.1-3.3	• Determines priorities and sequences steps involved in clearly defined, familiar tasks • Recognises and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts • Utilises a broad range of features within applications to improve personal productivity, optimising software functions for specific purposes • Manages and maintains files securely in a variety of storage media and formats

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPRN389 Manage digital files	ICPPR389A Manage digital files	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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Assessment Requirements for ICPPRN389 Manage digital files

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- store, retrieve and archive various file types
- find and use information relevant to the task from a variety of information sources.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list work health and safety (WHS) factors for using a computer
- point out the location of manuals, safety and other documentation relevant to digital file management procedures and discuss the contained information
- explain elementary computer operating system functions
- discuss file hierarchy
- outline advantages and disadvantages of different file systems
- explain file size and how it impacts on hard drive space
- identify different file types and how this relates to file size
- explain how to rename a file
- outline version control procedures
- discuss operating systems' search function
- explain backup processes
- outline how to achieve different formats.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

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- special purpose tools, equipment and materials
- high-end computers
- network hard drives
- external hard drives
- DVDs
- BluRay discs.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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ICPPRN390 Generate a proof for digital production

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to generate a proof on the printing device to be used for final production.

It applies to individuals who generate and approve proof in the digital sector.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Printing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Produce proof on printing device	1.1 Printing device is calibrated according to manufacturer's specifications 1.2 Appropriate colour profiles are selected to ensure consistent colour output 1.3 The same substrate or product is used to generate a proof for the final production run 1.4 Proof is produced according to job specifications and workflow procedures 1.5 Proof is used to make a mock-up to simulate the finishing of

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ELEMENT	PERFORMANCE CRITERIA
	the final product according to job specifications
2. Assess proof against specifications	2.1 Proof is checked against job specifications to confirm validity and identify and rectify any defects 2.2 Proofing process is repeated if proof does not meet job specifications and enterprise standards
3. Communicate proof with client	3.1 Proof is labelled with appropriate information according to enterprise standards 3.2 Feedback is gained from client for sign off 3.3 Amendments are made if required, and resubmitted to client for sign off 3.4 Proof is stored according to workplace procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.4, 1.5, 2.1, 2.2, 3.4	• Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications
Writing	3.1-3.4	• Enters routine data associated with production processes and enterprise procedures
Oral Communication	1.1, 1.4, 1.5, 2.1, 2.2,3.2	• Speaks clearly using appropriate vocabulary, tone and pace to report faults and discrepancies
Navigate the world of work	1.1-1.5, 2.1, 2.2, 3.1-3.4	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role • Recognises and follows all procedures for regulatory requirements including work health and safety (WHS) and enterprise procedures
Interact with others	1.1, 1.4, 1.5, 2.1, 2.2, 3.2	• Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability • Understands what to communicate, with whom and how, in routine work situations
Get the work	1.1-1.5, 2.1, 2.2, 3.1,	• Determines priorities and sequences steps involved in

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done	3.3, 3.4	clearly defined, familiar tasks • Recognises and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts • Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPRN390 Generate a proof for digital production	ICPPR390A Generate a proof for digital production	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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Assessment Requirements for ICPPRN390 Generate a proof for digital production

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- safely calibrate a digital device to ensure consistent colour output
- produce a proof that gains client approval and matches the final production run
- find and use information relevant to the task from a variety of information sources.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list work health and safety (WHS) issues related to digital proofing for digital production
- explain colour theory, including additive and subtractive colours, red, green, blue (RGB) and cyan, magenta, yellow, black (CMYK)
- outline varying colour gamuts between colour modes
- discuss colour management workflow set-up procedures
- describe use of output profiles in relation to simulation
- explain how regular calibration helps ensure consistent colour output
- describe quality control systems used in proofing
- outline techniques used to control quality
- explain how to use standard viewing conditions to assess colour output
- describe how to use colour evaluation charts
- outline criteria for evaluating a colour proof
- explain differences between preliminary proofs and a contract proof
- identify types of substrates used in proofing
- name the inks, toners and coatings used in digital printing
- describe how to handle and store materials to ensure quality

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- identify types of finishing techniques used in digital production
- point out the location of relevant manuals, safety and other documentation relevant to digital printing, and discuss the information in these documents
- discuss where other available sources of information are.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- high-end colour output devices
- raster image processors (RIPs) with colour management features.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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ICPPRN392 Set up and produce specialised digital print

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to set up for and produce specialised, digitally printed products. This unit includes the use of non-standard substrates and raster image processor (RIP) settings.

It applies to individuals who evaluate job specifications, set up raster image processor (RIP) settings and produce specialised print jobs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Printing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Confirm specialised job specifications	1.1 Job requirements are read and interpreted from job documentation or production control system 1.2 Availability of all job related components is checked and recorded
2. Plan and carry out specialised set-up	2.1 Specialised job specifications are identified and analysed 2.2 Specialised set-up requirements are determined 2.3 Specialised set-up is completed in minimum time and with

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ELEMENT	PERFORMANCE CRITERIA
	minimum wastage
3. Set up RIP for specialised digital printing	3.1 RIP functions are analysed to determine appropriate settings according to specialised job requirements 3.2 Experimentation is undertaken with RIP functions to determine settings according to specialised job requirements 3.3 Problems are solved effectively to minimise waste and excess costs 3.4 Documentation and other forms of information are accessed to determine source of any problems 3.5 Most productive way to complete the job is determined
4. Test and select substrate	4.1 Substrate specifications are investigated to determine print feasibility 4.2 Test print run is conducted to confirm substrates appropriateness with job requirements 4.3 Appropriate substrate is selected based on print feasibility and job requirements
5. Conduct specialised proof run	5.1 Material to be used for specialised proof is organised correctly 5.2 Machine is operated according to manufacturer's specifications and enterprise procedures to produce a specialised proof 5.3 Specialised proof is visually inspected to enterprise procedures 5.4 Client approval or authority is sought prior to production run where appropriate 5.5 Results are interpreted and adjustments are carried out according to product and machine specifications
6. Refine and document specialised print process	6.1 Corrective or preventive action is recommended and implemented where appropriate 6.2 Changes are communicated to relevant personnel in a logical and easily understood manner 6.3 Changes are monitored to confirm improvement to production efficiency 6.4 Ongoing problems are reported according to enterprise procedures, and process is documented according to enterprise standards 6.5 Documentation is filed so it can be easily retrieved and used as a reference for future, similar jobs

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 5.2, 5.5, 6.5	• Recognises and interprets text to establish job requirements from information contained within relevant procedures and specifications
Writing	1.2, 5.4, 6.4	• Enters routine data associated with production processes and enterprise procedures
Oral Communication	1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 5.2, 5.4, 5.5, 6.2, 6.4	• Speaks clearly using appropriate vocabulary, tone and pace to communicate
Numeracy	4.1	• Interprets and analyses a range of mathematical information used in familiar and routine tasks
Navigate the world of work	1.1, 2.1-2.3, 3.1-3.3, 4.1-4.3, 5.2-5.5, 6.3, 6.4	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role • Complies with WHS, legislative requirements and follows organisational policies and procedures relevant to own role
Interact with others	1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 5.2, 5.4, 5.5, 6.2, 6.4	• Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability • Understands what to communicate, with whom and how, in routine work situations
Get the work done	1.2, 2.3, 3.1-3.5, 4.2, 4.3, 5.1-5.3, 5.5, 6.1, 6.3	• Determines priorities and sequences steps involved in clearly defined, familiar tasks • Recognises and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans • Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems • Enters key words into a search engine to find information

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPPRN392 Set up and produce specialised digital print	ICPPR392A Set up and produce specialised digital print	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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Assessment Requirements for ICPPRN392 Set up and produce specialised digital print

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse job specifications and develop practical solutions to printing a non-standard product
- safely set up and use a raster image processor (RIP) and digital printing machine for a specialised job on TWO occasions according to manufacturer's and job specifications and enterprise procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- name who to discuss any production problems with
- describe all functions and settings available on a particular RIP or front-end processor
- explain advanced RIP settings, such as dynamic variables to select stock
- explain where to source information on complex raster image processor RIP usage
- discuss types of substrates suitable for various digital processes
- explain the theory behind several digital processes and how this impacts substrate usage
- outline problem-solving methodologies, including empirical, ishikawa and brainstorming
- name online forums and networks which might be useful points of reference for this role
- list work health and safety (WHS) issues in relation to each digital process
- show where documentation or other information can be found on specialised digital processes.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- full colour production digital presses or specialised wide format printers.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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ICPSUP281 Use computer systems

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to perform basic functions on a computer.

It applies to individuals who perform a range of mainly routine tasks in various sectors of the printing and graphic arts industry, using limited practical skills and fundamental knowledge in a defined context. They generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Support

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Use a stand-alone computer/terminal correctly	1.1 Correct posture at the keyboard is adopted according to work health and safety (WHS) requirements 1.2 Data is correctly accessed to ensure no loss of data 1.3 Data is manipulated correctly to ensure access, retrieval and storage of data
2. Perform computer/terminal	2.1 Data is accessed, saved and retrieved for reference and amendment

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ELEMENT	PERFORMANCE CRITERIA
functions	2.2 Appropriate program is selected for the job to be undertaken 2.3 Mouse and/or keyboard functions are used correctly to operate the computer systems used in the printing industry 2.4 Features of applications are used correctly to deliver a specified output 2.5 Data is saved in correct format and file location 2.6 Master pages, templates and style sheets, as appropriate, are used consistently to ensure data is the same after exchange or transfer

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 2.1, 2.5, 2.6	• Recognises text within job specifications and follows written instructions
Writing	1.3, 2.4	• Records key information related to outcomes of the job
Navigate the world of work	1.1	• Understands rights and responsibilities and complies with legal and regulatory requirements
Get the work done	1.2, 1.3, 2.1-2.6	• Understands purpose and some specific functions of some common digital tools used in work contexts

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICPSUP281 Use computer systems	ICPSU281C Use computer systems	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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Assessment Requirements for ICPSUP281 Use computer systems

Modification History

Release	Comments
Release 1	This version first released with ICP Printing and Graphic Arts Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- correctly and safely perform basic functions on a stand-alone computer/terminal using industry software
- use a stand-alone computer/terminal with at least TWO software applications relevant to the printing industry to create or access files, perform various computing functions, and save files in required format and location.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the work health and safety requirements when performing keyboarding tasks

Starting, operating and shutting down the computer

- Explain when computer power should be turned off
- describe how to start or stop using the computer
- explain appropriate procedures for using and sharing a password
- outline how to access alternative file storage devices

Basic typing skills

- show base finger positions on the keyboard
- explain benefits of typing at an even and consistent pace

Use of applications

- explain how to produce a compressed file
- list and briefly describe the functions of master pages, templates, style sheets and macros
- describe the workplace requirements for saving files.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Support field of work and include access to a stand-alone computer or terminal.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d

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MEM05012 Perform routine manual metal arc welding

Modification History

Release 1. Supersedes and is equivalent to MEM05012C Perform routine manual metal arc welding

Application

This unit of competency defines the skills and knowledge required to carry out routine manual metal arc welding (MMAW) of low carbon mild steel where the welding is not required to meet an Australian Standard or equivalent.

Where the interpretation of technical drawings is required unit MEM09002 Interpret technical drawing should also be selected.

Where the selection and use of engineering measurement is required unit MEM12023 Perform engineering measurements should also be selected.

Where the selection and use of tools is required unit MEM18001 Use hand tools and unit MEM18002 Use power tools/hand held operations, should also be selected as appropriate.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: A

Unit Weight: 2

Pre-requisite Unit

MEM11011	Undertake manual handling
MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information

Competency Field

Fabrication

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
2	**Prepare materials and equipment for welding**	2.1	Identify location of welds in accordance with procedures and job specifications
		2.2	Clean and prepare materials ready for welding
		2.3	Set up welding equipment according to SOPs
		2.4	Select correct electrodes and adjust settings to suit application
3	**Perform routine welding using MMAW**	3.1	Weld materials to job requirements
		3.2	Clean welds according to SOPs

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Welds include the following:	• butt • fillet
Preparing includes one (1) or more of the following:	• cleaning • setting up jigs • fixtures • clamps • joint preparation
Welding equipment includes the following:	• welding leads • welding machines • electrode holder
Cleaning includes one (1) or more of the following:	• slag and spatter • cleaning • using files • grinders

Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM05012C Perform routine manual metal arc welding

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM05012 Perform routine manual metal arc welding

Modification History

Release 1. Supersedes and is equivalent to MEM05012C Perform routine manual metal arc welding

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- identifying and interpreting specifications from drawings, sketches and verbal or written job instructions for performing routine manual metal arc welding (MMAW)
- cleaning and preparing materials to specifications
- setting up welding equipment, selecting appropriate electrodes and adjusting settings to suit application
- welding materials to comply with specifications
- cleaning welds for slag and splatter in accordance with SOPs.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe welding practices and procedures and use of personal protective equipment (PPE)
- material and equipment preparation
- equipment set-up and settings
- appropriate welding consumables consistent with standard operating procedures
- MMAW processes and properties.

Assessment Conditions

- Assessors must:
  - have vocational competency in performing routine manual metal arc welding at least to the level being assessed with relevant industry knowledge and experience
  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011*, its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires

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- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MEM05050 Perform routine gas metal arc welding

Modification History

Release 1. Supersedes and is equivalent to MEM05050B Perform routine gas metal arc welding

Application

This unit of competency defines the skills and knowledge required to prepare materials and carry out routine gas metal arc welding (GMAW) and applies in a maintenance or manufacturing environment where the weld quality is not required to meet an Australian Standard or equivalent.

Where welding is required to meet AS 1554 General Purpose or equivalent codes, work health and safety (WHS) regulations and/or licensing requirements unit MEM05017 Weld using gas metal arc welding process should also be selected.

Where the interpretation of technical drawings is required unit MEM09002 Interpret technical drawing should also be selected.

Where the selection and use of engineering measurement is required unit MEM12023 Perform engineering measurements should also be selected.

Where the selection and use of tools is required unit MEM18001 Use hand tools and unit MEM18002 Use power tools/hand held operations, should also be selected as appropriate.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: A

Unit Weight: 2

Pre-requisite Unit

MEM11011	Undertake manual handling
MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information

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Competency Field

Fabrication

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, sketches, job sheets or work instructions
2	**Prepare materials and equipment for welding**	2.1	Identify location of welds in accordance with procedures and job specifications
		2.2	Clean and prepare materials ready for welding
		2.3	Set up welding equipment to meet work requirement
		2.4	Select settings and consumables to suit application
3	**Perform routine welding using GMAW**	3.1	Weld materials to job requirements
		3.2	Clean welds according to SOPs

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Welds include the following:	• butt • fillet
Materials include one (1) or more of the following:	• low carbon • mild steels
Prepared includes one (1) or more of the following:	• pre-heating • setting up jigs • fixtures • clamps • joint preparation
Welding equipment includes the following:	• hoses • welding leads and gas shrouds • gas regulators • liners • contact tips
Consumables include the following:	• filler wire and shielding gas
Clean includes the following:	• slag and spatter

Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM05050B Perform routine gas metal arc welding

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Links

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Assessment Requirements for MEM05050 Perform routine gas metal arc welding

Modification History

Release 1. Supersedes and is equivalent to MEM05050B Perform routine gas metal arc welding

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures and safe work practices
- identifying and interpreting specifications from sketches and verbal or written job instructions for performing routine gas metal arc welding (GMAW)
- cleaning and preparing materials for welding to specifications
- setting up welding equipment, including selecting settings and consumables to suit application
- consistently welding materials to specifications
- cleaning welds in accordance with SOPs.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe welding practices and procedures and use of personal protective equipment (PPE)
- different current and voltage settings, gas flow rates wire diameters, wire feed speed and other variables to suit typical situations
- material and equipment preparation
- properties and characteristics of materials and consumables
- equipment and equipment settings
- shielding gas properties and applications
- post-welding treatments
- weld characteristics.

Assessment Conditions

- Assessors must:
  - have vocational competency in performing routine GMAW process at least to the level being assessed with relevant industry knowledge and experience

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    - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011*, its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MEM07033 Operate and monitor basic boiler

Modification History

Release 1. Supersedes and is equivalent to MEM07033B Operate and monitor basic boiler

Application

This unit of competency defines the skills and knowledge required to perform start-up, take-over/handover, monitor, shutdown and storage of a basic boiler used for all purposes, including the generation of steam.

All work is carried out to applicable state/territory and national work health and safety (WHS) legislation, standards and codes of practice.

Where the selection and use of engineering measurement is required unit MEM12023 Perform engineering measurements should also be selected.

Where the selection and use of tools is required unit MEM18001 Use hand tools and unit MEM18002 Use power tools/hand held operations, as appropriate should also be selected.

Some jurisdictions may require the holder of this unit to be licensed or certified and users should check with the relevant authorities.

Band: A

Unit Weight: 6

Pre-requisite Unit

MEM11011	Undertake manual handling
MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information

Competency Field

Machine and process operations

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
2	**Carry out pre-operational checks**	2.1	Undertake pre-operational checks of boiler to plant operating procedures
		2.2	Identify maintenance requirements and report in accordance with procedures
3	**Maintain health and safety standards in work area**	3.1	Identify hazards and potential hazards and report according to SOPs
		3.2	Select hazard prevention/control measures, as required
4	**Start boiler and conduct hand-over/take-over procedures**	4.1	Start boiler and bring online safely, consistent with workplace procedures and production requirements
		4.2	Confirm operating status of boiler
		4.3	Maintain operating log and communicate boiler status/operation according to workplace procedures
5	**Operate, monitor and shut down boiler**	5.1	Operate boiler and monitor consistent with production and safety requirements
		5.2	Conduct boiler water quality tests and adjust boiler water quality to manufacturers' recommendations and workplace procedures, as required

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
		5.3	Act upon boiler failures/emergencies according to workplace procedures and notify downstream users, if necessary
		5.4	Shut down boiler consistent with workplace procedures, production and safety requirements
6	**Carry out boiler shutdown for an internal inspection**	6.1	Shut down boiler for internal inspection
		6.2	Clean boiler internally and externally to manufacturers' recommendations and workplace procedures
7	**Store boiler in shutdown mode**	7.1	Identify manufacturers' recommendations and workplace procedures required for shutdown storage mode
		7.2	Store boiler in identified shutdown mode

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, accessibility of the item, and local industry and regional contexts) are included.

Pre-operational checks include one or more of the following:

- feed water supply
- boiler water level
- fuel supply/heat source
- boiler valves - their operation and position
- combustion air supply
- combustion equipment

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, accessibility of the item, and local industry and regional contexts) are included.

Boilers include the following:

- single fixed combustion air supply, non-modulating single heat source and fixed firing rate

Hazards include one (1) or more of the following:

- chemical
- thermal
- manual handling
- guarding of machinery
- illumination of work area
- rubbish and combustibles
- leakage of steam and fuel

Monitor includes one (1) or more of the following:

- steam pressure
- flame and combustion conditions
- feed system and condensate returns
- fuel system
- water level
- combustion management system
- water management system
- boiler and steam manifold fittings
- soot blowers

Handover includes the following:

- previous load requirements
- maintenance issue, including equipment isolated for maintenance
- operational incidences
- completing/reading operating log
- general inspection of boiler to detect any defects
- accept responsibility of boiler
- noted equipment malfunctions
- required equipment tests

Storage mode includes one (1) or more of the following:

- wet
- dry
- open condition
- closed condition

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Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM07033B Operate and monitor basic boiler

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM07033 Operate and monitor basic boiler

Modification History

Release 1. Supersedes and is equivalent to MEM07033B Operate and monitor basic boiler

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- safely conducting pre-operational checks of the boiler and reporting any faults or hazards
- starting and bringing the boiler online and confirming its operating status
- monitoring the boiler operation and conducting water quality tests, as required
- reacting effectively to any boiler emergency situations
- shutting down the boiler in the required condition, cleaning and putting into storage mode.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- pre-operational checks, including:
  - feed water supply
  - boiler water level
  - fuel supply/heat source
  - boiler valves their operation and position
  - combustion air supply
  - combustion equipment
- procedures for identifying and reporting maintenance
- statutory requirements and workplace procedures for identifying and reporting hazards in the work area
- processes for starting a boiler, including:
  - heat input
  - warm up of the reticulation system
  - steam traps and steam line purge
  - systems operation
  - reticulation line pressure

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    - steam usage
    - supply
- processes for confirming operational status of boiler
- procedures for maintaining boiler operating log
- procedures for communicating boiler status and operation
- principles of boiler operation
- boiler fittings
- preparing boiler for inspection
- procedures for monitoring a boiler, including:
    - steam reticulation line pressure
    - usage, supply and quality of steam
    - combustion/heat source system
    - feed water system
    - fuel system combustion air supply
    - water level
    - boiler steam pressures
- operation of boiler control/safety devices
- location of inspection and explosion doors
- procedures for conducting boiler water quality tests
- feed water systems and treatment
- emergency procedures, including:
    - identification of emergency
    - isolation of heat source
    - selection and application of appropriate fire-fighting equipment
    - notification of downstream users
- processes and procedures, including:
    - confirming water level
    - cooling down
    - boiler pressure/vacuum
    - fuel/heat source isolation
    - removal of combustion equipment and water from boiler
    - isolation from any common connection
    - the opening of all access points required for inspection
- procedures for cleaning the boiler internally and externally
- various modes of boiler storage
- procedures for storing the boiler in open or closed condition.

Assessment Conditions

- Assessors must:

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  - have vocational competency in operating and monitoring a basic boiler at least to the level being assessed with relevant industry knowledge and experience
  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011*, its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MEM07034A Operate and monitor intermediate class boiler

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers performing start-up, take-over/hand-over, monitoring, shut-down and storage of single or multiple intermediate class boilers and associated equipment to legislative requirements, standards and codes of practice.

Application of the Unit

Application of the unit	This unit applies to the start-up, take-over/hand-over and shut-down of intermediate class boilers. Boilers covered by this unit would typically have the following features: modulating combustion air supply, modulating single heat source, modulating firing rate, and or superheaters, economisers, and other associate equipment. The unit applies to boilers used for all purposes including steam generation and other industrial uses as required in the workplace. The boilers may be singular or in a battery of boilers. Work includes inspection procedures as specified in the manufacturer's recommendations and workplace procedures, identification of maintenance requirements and hazard control measures. All work is carried out to applicable State/Territory and National OHS legislation, standards and codes of practice, including relevant aspects of NOHSC 1006 (1995), AS 3873 (Operation and maintenance of steam plant) and AS2593 1995 (Boilers - unattended and limited attendance) Where basic boiler operation (e.g. single fixed combustion air supply, non-modulating single heat source and fixed firing rate) only is required, Unit MEM07033B (Operate and monitor basic boiler) should be selected.

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	Band: **A** **Unit Weight**: **4**

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		
Path 1	MEM07033B	Operate and monitor basic boiler

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Carry out pre-operational	1.1. Pre-operational checks of boiler and associated equipment are carried out according to standard

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ELEMENT	PERFORMANCE CRITERIA
checks	operating procedures. 1.2. Maintenance requirements are identified and reported in accordance with standard operating procedures.
2. Maintain health and safety standards in work area	2.1. Hazards and potential hazards in work area are identified and reported in accordance with statutory requirements and workplace procedures. 2.2. Personal protective equipment and clothing is selected and used as appropriate, according to statutory requirements and workplace procedures. 2.3. Hazard prevention/control measures are selected and used as required, in accordance with statutory requirements and workplace procedures
3. Start up boiler	3.1. Boiler is started and brought on line safely, consistent with workplace procedures and production requirements.
4. Conduct hand-over/take-over procedures	4.1. Operating status of the boiler is confirmed in accordance with manufacturer's recommendations and workplace procedures. 4.2. Boiler status and operation is communicated according to workplace procedures and statutory requirements.
5. Operate and monitor intermediate class boiler and associated equipment	5.1. The boiler and associated equipment is operated and monitored consistent with production and safety requirements. 5.2. Boiler water quality tests are conducted to manufacturer's recommendations and workplace procedures. 5.3. Water quality is maintained according to manufacturer's recommendations and workplace procedures. 5.4. Boiler failures and emergencies are responded to in accordance with statutory requirements, manufacturer's recommendations and workplace procedures.
6. Shut down boiler and associated equipment	6.1. Operational shut-downs of boiler and associated equipment are carried out in accordance with work-place procedures, production and safety requirements. 6.2. Shut-downs of boiler and associated equipment for internal inspection are carried out in accordance with workplace procedures, production and safety

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ELEMENT	PERFORMANCE CRITERIA
	requirements. 6.3. Boiler is isolated in accordance with statutory requirements, manufacturer's recommendations and workplace procedures. 6.4. Boiler is cleaned internally and externally to manufacturer's recommendations and workplace procedures.
7. Store boiler in shut-down mode	7.1. Appropriate storage mode is identified 7.2. Boiler and associated equipment is stored in shut-down mode to manufacturer's recommendations and workplace procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Look for evidence that confirms skills in:

- following, standard operating procedures and statutory requirements
- performing preoperational checks of boiler
- performing maintenance checks
- orally reporting routine information
- identifying hazards, hazardous situations and control measures
- using personal protective clothing and equipment
- selecting the most appropriate prevention/control measure for a given situation
- starting up boilers, including those fitted with associated equipment such as superheaters and economisers
- monitoring boilers, including checks of combustion management system and superheater and economiser operation
- checking operating status
- recording routine and familiar information in operating log and other standard workplace forms
- performing water quality tests to manufacturer's recommendations and workplace procedures
- using testing equipment
- adjusting water quality

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REQUIRED SKILLS AND KNOWLEDGE

- responding to typical emergency situations
- notifying downstream users
- performing operational and inspection shut-down, including procedures for associated equipment, such as superheaters and economisers
- isolating boiler from any common connection between the boiler and other boilers on line and all access points required for inspection

Required knowledge

Look for evidence that confirms knowledge of:

- pre-operational checks
- procedures for identifying and reporting maintenance requirements
- statutory requirements and workplace procedures for identifying and reporting hazards in the work area
- use and application of personal protective equipment
- safe work practices and procedures
- prevention and control measures
- the processes for starting a boiler such as heat input, warm up of the reticulation system, steam traps and steam line purge, systems operation, reticulation line pressure, steam usage and supply, associated equipment such as superheaters and economisers
- the process for confirming operational status of boiler
- procedures for maintaining an operating log and communicating boiler status
- procedures for communicating boiler status and operation
- principles of intermediate boiler operation - single and battery
- boiler fittings
- preparing boiler for inspection
- feed water systems and treatment, including de-aerator function and purpose
- procedures for monitoring an intermediate class boiler, such as steam reticulation line pressure, usage, supply and quality of steam, combustion/heat source system, feed water system, fuel system, combustion air supply, water level, boiler steam pressures and operation of control/safety devices, combustion management system, associated equipment such as superheaters and economisers
- function, purpose and location of associated equipment:
  - superheater
  - economiser
  - air heater
  - feed water heater
  - attemperator
  - superheater safety valves
  - economiser relief valves
  - main steam stop valve

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REQUIRED SKILLS AND KNOWLEDGE
• procedures for conducting boiler water quality tests • procedures for adjusting boiler water quality • procedures such as identification of emergency isolation of heat source, operation of boiler, selection and application of fire fighting equipment and notification of downstream users • operational shut-down processes and procedures such as confirming water level, cooling down, boiler pressure/vacuum and fuel/heat source isolation • shut-down processes and procedures for internal inspection, such as confirming boiler cooling down, vacuum/pressure, fuel/heat source isolation, removal of combustion equipment and water from boiler • isolation procedures and safety issues • procedures for cleaning boiler internally and externally • various modes of boiler storage, which may include integral associated equipment such as superheaters and economisers • the reasons for selecting particular storage mode • procedures for storing a boiler in shut-down mode

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to operate and monitor intermediate class boilers. Competency in this unit cannot be claimed until all prerequisites have been satisfied.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic

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EVIDENCE GUIDE	
	workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with operating and monitoring intermediate class boilers or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Pre-operational checks	Feed water supply, boiler water level, fuel supply/heat source, boiler valves - their operation and position, combustion air supply and combustion equipment

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RANGE STATEMENT	
Boiler	Modulating combustion air supply, modulating single heat source, modulating firing rate, and or superheaters, economisers, single and battery
Hazards	Chemical and thermal hazards, manual handling, machine guarding, illumination of work area, rubbish and combustible materials, steam and fuel leaks etc.
Associated equipment	Superheater, superheater safety valves, economiser, economiser relief valves, air heater, feed water heater, attemperator, main steam stop valve
Monitored	Steam pressure, flame and combustion conditions, feed system and condensate returns, fuel system, water level, combustion management system, water management system, boiler and steam manifold fittings, soot blowers
Storage mode	Wet and dry storing, open or closed condition

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

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Competency field

Competency field	Machine and process operations

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MEM11010 Operate mobile load shifting equipment

Modification History

Release 1. Supersedes and is equivalent to MEM11010B Operate mobile load shifting equipment

Application

This unit of competency defines the skills and knowledge required to operate mobile load shifting equipment, including planning, moving and placing loads and shutting down and securing equipment after operation where knowledge of codes and signals is not required in workshops and/or on-site locations.

Where the selection and use of hand tools is required unit MEM18001 Use hand tools should also be selected.

Where the use of a forklift is required unit TLILIC2001 Licence to operate a forklift truck should also be selected.

Where the use of an order picking forklift is required unit TLILIC2002 Licence to operate an order picking forklift truck should also be selected.

Where the use of a vehicle loading crane with a capacity of 10 metre tonnes and above is required unit TLILIC0012 Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above) should also be selected.

Depending on the equipment being used a high risk work licence may be required and users should check with the relevant authorities.

Band: **A**

Unit Weight: **4**

Pre-requisite Unit

MEM11011	Undertake manual handling
MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information

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Competency Field

Materials handling

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
2	**Prepare to shift loads**	2.1	Inspect work area to identify hazards, and implement appropriate prevention/control measures to avoid hazards
		2.2	Undertake routine pre-operational checks in accordance with manufacturers' specifications and regulatory safety requirements
		2.3	Inspect attachments and/or equipment
3	**Check controls and equipment**	3.1	Carry out pre-operational and post start-up equipment checks in accordance with manufacturers' specifications and/or operating manual
		3.2	Report defects and damage according to site procedures
4	**Shift and place loads**	4.1	Select the most appropriate load shifting device to suit load and shifting requirements
		4.2	Operate load shifting device within design specifications and safe working load in accordance with SOPs

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.	
	4.3	Lift load, ensuring balance, vision of operation and protection of load
	4.4	Select and use the safe and efficient path of movement
	4.5	Check path of movement and monitor for obstacles and hazards
	4.6	Place loads ensuring safety, stability, protection of material and avoidance of hazards on-site
5 **Shut down equipment and secure site**	5.1	Park machinery in accordance with procedures, avoiding site and equipment hazards
	5.2	Conduct shutdown in accordance with manufacturers' specification to isolate vehicles
	5.3	Complete post-operational check in accordance with operational procedures

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

On-site locations include one (1) or more of the following:	• factories • wharfs • ships • warehouses • manufacturing plants

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

- building sites
- road construction
- demolition sites
- quarries and mine sites

Pre-operational checks include one (1) or more of the following:

- battery
- water
- fuel
- hazards warning lights
- fluid or gas leaks
- braking
- movement of booms
- visual checks of tyres
- emergency devise/alarms
- log books
- operating motions
- evidence of damage
- excessive wear and tear as determined by manufacturers' specifications and standard operating procedures

Attachments and/or equipment includes one (1) or more of the following:

- hooks
- electromagnetic hook
- buckets
- slings
- tag lines
- buckets
- trench
- excavating
- rock breakers
- shackles
- lifting lugs
- fork arms

Post start-up includes the following:

- hazards warning systems, attachments, movements and control functions are smooth
- operating and emergency controls and safety devices are located, identified and tested

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

- communication signals are confirmed
- defects and damage are reported

Load shifting devices include one (1) or more of the following:

- front end loaders/back hoes
- ride on forklifts
- pallet trucks
- skid steer
- vehicle loading crane

Safe working load includes the following:

- assessing weight of load to ensure compliance with equipment load plate specifications

SOPs include one (1) or more of the following:

- industry standards
- production schedules
- safety data sheets (SDS)
- work notes and plans
- product labels
- manufacturers' specifications
- operator manuals
- enterprise policies and procedures
- supervisors' oral and written instructions
- current state/territory WHS legislation
- standards and codes of practice

Obstacles and hazards include one (1) or more of the following:

- overhead cables
- personnel, obstacles (fixed and moveable)
- trenches
- pits
- uneven terrain
- trees
- underground services
- exposure to chemicals
- dangerous or hazardous substances
- movements of equipment, goods and materials
- vehicular traffic

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Shutdown includes the following:

- post-operational equipment checks, motion locks and brakes are applied
- lifting equipment is checked
- defective equipment is identified, segregated and reported to supervisor
- equipment is correctly stowed

Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM11010B Operate mobile load shifting equipment

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM11010 Operate mobile load shifting equipment

Modification History

Release 1. Supersedes and is equivalent to MEM11010B Operate mobile load shifting equipment

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- identifying and interpreting tables, figures and instructions (both written and verbal) to work with others to operate mobile load shifting equipment
- performing routine safety, basic service and maintenance procedures as determined by manufacturers' specifications and site procedures
- calculating load masses and safe working loads and assessing calculation to ensure compliance with equipment load plate specifications
- selecting and safely operating appropriate load shifting equipment to shift loads, including interpreting communication signals and instructions
- conducting pre-operational checks, start-up and shutdown procedures
- determining load masses, including irregular shaped loads and equipment requirements
- demonstrating emergency operating procedures
- communicating faults, malfunctions and workplace hazards, reports and maintenance of operational records in accordance with site procedures.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- pre-operational checks
- start-up and shutdown procedures
- manufacturers' and design specifications of load shifting device
- load chart
- licensing requirements
- load protection and safe load placement
- operational environment
- relevant hazards

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- effect of load mass and shape on lifting and placing loads
- equipment load plate specifications
- appropriate permits
- workplace communication procedures.

Assessment Conditions

- Assessors must:
  - have vocational competency in operating mobile load shifting equipment at least to the level being assessed with relevant industry knowledge and experience
  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011*, its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MEM12023 Perform engineering measurements

Modification History

Release 1. Supersedes and is equivalent to MEM12023A Perform engineering measurements

Application

This unit of competency defines the skills and knowledge required to perform measurements requiring straightforward use of mechanical measuring devices which incorporate visual inspections representing units of measurement and associated calculations in a range of manufacturing, engineering and related environments. Measurements may be expressed in metric or imperial units.

Electrical/electronic devices used are those not requiring the connection or disconnection of circuitry.

Where the interpretation of technical drawings is required unit MEM09002 Interpret technical drawing should also be selected.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: **A**

Unit Weight: **5**

Pre-requisite Unit

MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information

Competency Field

Measurement

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Identify job requirements from specifications, sketches, job sheets or work instructions
2	**Select appropriate device or equipment**	2.1	Determine measurement requirements from specifications
		2.2	Select appropriate device or equipment to achieve required outcome according to SOPs
3	**Obtain measurements using a range of measuring devices**	3.1	Use correct and appropriate measuring technique
		3.2	Obtain measurements accurately in a safe and effective manner
		3.3	Determine or verify dimensions using calculations, as required
4	**Maintain measuring devices**	4.1	Undertake routine care and storage of devices to manufacturers' specifications or SOPs
		4.2	Make routine adjustments to devices to maintain device accuracy
5	**Communicate measurements as required**	5.1	Record measurements accurately, as required
		5.2	Prepare freehand sketch which depicts required information, as required

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Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Specifications include one (1) or more of the following:	• drawings • sketches • job instructions • schematics • diagrams • reference manuals
Measuring devices include one (1) or more of the following:	• protractors • combination squares • set squares • dial indicators • thermometers • tapes • rules • micrometres • vernier-scaled measuring equipment
Calculations include one (1) or more of the following:	• addition • subtraction • multiplication • division • fractions • decimals **Note:** Calculations may be made using a calculator
Routine adjustments	• validating the device using simple zeroing or scale adjustment

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

include the following:

Measurements include one (1) or more of the following:	• length • squareness • flatness • angle • roundness • clearances • any other measurements that can be read off analogue, digital or other measuring device
Information includes one (1) or more of the following:	• dimensions • instructions • base line • datum points

Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM12023A Perform engineering measurements

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM12023 Perform engineering measurements

Modification History

Release 1. Supersedes and is equivalent to MEM12023A Perform engineering measurements

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- identifying and interpreting measurement requirements from specifications
- selecting appropriate measuring device or equipment to achieve the required outcome
- obtaining measurements in a safe and effective manner and recording measurements, including preparing a freehand sketch which depicts required information, as required
- performing calculations to determine or verify dimensions
- storing and maintaining measuring devices including routine adjustments according to manufacturer's specifications or SOPs.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures
- correct application of a range of measuring devices
- correct and appropriate measuring technique for a range of measuring devices
- calculations, including addition, subtraction, multiplication, division, fractions and decimals
- manufacturer's or SOPs for handling and storing a range of measuring devices
- appropriate procedures for adjusting and zeroing a range of measuring devices, including scale adjustment
- appropriate methods of communicating measurements by drawings.

Assessment Conditions

- Assessors must:
  - have vocational competency in performing engineering measurements at least to the level being assessed with relevant industry knowledge and experience

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  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011*, its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MEM12024 Perform computations

Modification History

Release 1. Supersedes and is equivalent to MEM12024A Perform computations

Application

This unit of competency defines the skills and knowledge required to estimate approximate answers to arithmetical problems, carry out calculations involving percentages and proportions, and determine simple ratios and averages.

It also covers producing and interpreting simple charts and graphs in manufacturing, engineering or related environments.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: **A**

Unit Weight: **3**

Pre-requisite Unit

MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information

Competency Field

Measurement

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.	
		requirements at all times
	1.3	Identify job requirements from specifications, sketches, job sheets or work instructions
	1.4	Establish required calculation outcomes from job instructions
	1.5	Determine required calculation method to suit the application, including selection of relevant arithmetic operations and/or formulae
	1.6	Estimate expected results, including rounding off, as appropriate
2 **Perform calculations**	2.1	Apply calculation method
	2.2	Obtain answer and check against estimation to ensure it is correct
3 **Produce charts and graphs from given information**	3.1	Transpose data to produce charts or graphs
	3.2	Ensure charts or graphs reflect data on which they are based to meet specifications

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Calculations are performed using one (1) or more of the following:	• pen and paper • a calculator • tables • tablets • computers
Relevant sources include one (1) or more of the following:	• charts • graphs • diagrams • measurement data • reference manuals • specifications
Applications include computations associated with one (1) or more of the following:	• pressure • volume • temperature • heat • speed • power • elasticity • density • mass • force
Arithmetic operations include the following:	• application of subtraction, addition, multiplication and division • manipulation of decimals, fractions and mixed numbers and whole numbers • using formulas • determining percentages • calculation of proportions and ratios
Charts and graphs include one (1) or more of the following:	• simple histograms • control charts • pie charts

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Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM12024A Perform computations

Links

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Assessment Requirements for MEM12024 Perform computations

Modification History

Release 1. Supersedes and is equivalent to MEM12024A Perform computations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- obtaining and interpreting data from job instructions and relevant sources to establish required outcomes
- determining the appropriate calculation method to suit the application
- performing calculations and confirming answer/s
- producing and interpreting simple charts and graphs from given data.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures
- formulae applicable to the determination of perimeter, area and volume of simple geometric shapes and the reasons for using dimensions with the same units
- techniques and procedures for rounding off figures when estimating approximate answers
- features and use of mixed numbers, decimals, fractions and whole numbers
- procedures for carrying out calculations involving fractions and using each of the four basic rules of addition, subtraction, multiplication and division
- concept of percentage and procedures to be followed in converting a decimal and fraction to a percentage
- concepts and calculations of ratio and proportion
- scales applicable to the axes of the graphs or charts
- types of charts and/or graphs used in the individual's field of work
- upper and lower limits of acceptability applicable to data entered on a graph or chart
- trends indicated by the slope or gradient of a graph
- action to be taken when given trends occur or set limits are approached on graphs or charts
- procedures for drawing 'lines of best fit'
- trends indicated by the graphs or charts drawn.

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Assessment Conditions

- Assessors must:
  - have vocational competency in performing computations at least to the level being assessed with relevant industry knowledge and experience
  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011*, its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

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MEM13003 Work safely with industrial chemicals and materials

Modification History

Release 1. Supersedes and is equivalent to MEM13003B Work safely with industrial chemicals and materials

Application

This unit of competency defines the skills and knowledge required to work safely with industrial chemicals and materials subject to codes and regulations that are stored and used in a workplace, for example, chemicals, solvents, dangerous materials, acids and noxious waste products in a manufacturing and/or engineering environment.

This unit describes the competencies which are beyond those safety requirements normally applied in the workplace as described in unit MEM13015 Work safely and effectively in manufacturing and engineering, or specifically described in individual units, such as welding.

Where the selection and use of engineering measurement is required unit MEM12023 Perform engineering measurements should also be selected.

Evidence of competency is to encompass the satisfactory application of current state/territory work health and safety (WHS) legislation, standards and codes of practice, and the hierarchy of hazard control measures.

Band: **A**

Unit Weight: **2**

Pre-requisite Unit

MEM11011	Undertake manual handling
MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information

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Competency Field

Work health and safety

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Identify job requirements from specifications, job sheets or work instructions
2	**Use personal protective equipment**	2.1	Select correct and appropriate personal protective equipment (PPE) and use correctly based on information in relevant safety data sheet (SDS)
3	**Adhere to emergency procedures**	3.1	Locate emergency equipment and use in accordance with workplace policies and SOPs
		3.2	Demonstrate responses to emergency procedures as detailed in approved safety procedures and instructions
4	**Observe safe working practices**	4.1	Identify hazardous areas and materials and understand and identify special handling procedures and obtain permits to work, if necessary
		4.2	Use all equipment and hazardous materials in accordance with relevant WHS legislation, manufacturers' instructions and SOPs
		4.3	Identify and understand all site-specific safety policies, safety signs, symbols and labels
		4.4	Interpret and apply SDS
		4.5	Use safe manual handling procedures, including equipment

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
	4.6 Ensure decanted chemicals and storage is to state/territory dangerous goods, WHS legislation and requirements
	4.7 Update chemical manifest following SOPs
	4.8 Perform housekeeping duties to maintain a safe working environment according to SOPs

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Hierarchy of control measures include the following:	The application of the hierarchy of control follows the six-step preference of control measures to manage and control risk: **1**. elimination **2.** substitution **3.** isolation **4.** engineering control measures **5.** using safe work practices **6.** personal protective equipment (PPE)
PPE includes one (1) or more of the following:	• goggles/face shields • respirators • air supplied or self-contained helmets • safety boots • gloves and appropriate clothes/garments

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Safe working practices include one (1) or more of the following:	• environment is inspected • hazards (and chemical reactive hazards) are assessed and controlled using hierarchy of hazard control • properly maintained PPE is available • emergency management plan is documented/understood • work to be undertaken in safe 'thermal' environments and all possible ignition sources are to be identified and controlled
Storage includes the following:	• only using containers, which includes minor quantities and those in consumer packages, that are suitable for chemical exposure • labelling and/or placarding containers • updating chemical manifests
State or territory legislative requirements include one (1) or more of the following:	• appropriate WHS • dangerous goods acts and regulations • Australian Standards • Australian Code for the Transport of Dangerous Goods by Road and Rail (ADGC) • Safe Work Australia codes of practice

Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM13003B Work safely with industrial chemicals and materials

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM13003 Work safely with industrial chemicals and materials

Modification History

Release 1. Supersedes and is equivalent to MEM13003B Work safely with industrial chemicals and materials

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- selecting appropriate PPE based on data obtained in relevant safety data sheets (DS)
- observing safe working practices including undertaking a risk assessment
- following approved safety procedures and instructions in demonstrating responses to real or simulated emergencies
- performing proper manual handling techniques when shifting and moving industrial chemicals and materials
- ensuring all decanted chemicals are stored in storage containers that are suitable for chemical exposure and are properly labelled and/or placarded
- updating chemical manifests following SOPs
- complying with appropriate state or territory legislative requirements at all times.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- dangerous goods classification and labelling/placarding
- testing and maintenance of PPE
- inherent hazardous properties of the chemicals to be used
- interpretation of the relevant safety data sheets (SDS)
- basic fire-fighting procedures
- site-specific emergency plan procedures
- chemical spill confinement procedures
- dangerous occurrence (near miss) reporting procedures
- hierarchy of controls.

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Assessment Conditions

- Assessors must:
  - have vocational competency in working safely with industrial chemicals and materials at least to the level being assessed with relevant industry knowledge and experience
  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011*, its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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MEM13015 Work safely and effectively in manufacturing and engineering

Modification History

Release 1. New unit. Supersedes and not equivelant to MEM13014A Apply principles of occupational health and safety in the work environment, MEM14004A Plan to undertake a routine task, MEM15002A Apply quality systems, MEM15024A Apply quality procedures, MEM16007A Work with others in a manufacturing, engineering or related environment.

Application

This unit of competency defines the skills and knowledge required to work effectively in manufacturing and engineering work situations, including planning routine work and participating in and following work health and safety (WHS) procedures. The unit applies to working either individually or in a team situation and includes contributing to work-related group activities in a manufacturing or engineering workplace.

This unit covers WHS skills associated with carrying out routine operational activities safely and in compliance with legislative and regulatory requirements.

The unit covers the skills associated with participation in quality systems, communication and cooperation with others. The unit applies to workplaces with informal or formal quality management and improvement systems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: **A**

Unit Weight: **2**

Pre-requisite Unit

Nil.

Competency Field

Work health and safety

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Identify goals, objectives and task requirements and clarify with appropriate persons, where required
		1.2	Prioritise task requirements
2	**Review and modify plan**	2.1	Adjust timelines, priorities and other planning components to respond to contingencies, as necessary
		2.2	Re-examine results of work activity against the plan and identify possible improvements to future performance of work tasks
3	**Work effectively with others in the workplace**	3.1	Identify own role and responsibilities and relationship to other employees, including employees performing related/interdependent activities
		3.2	Identify supervisors and other sources of advice and assistance for own work
		3.3	Apply effective interpersonal skills to interact with others and contribute to activities and objectives
		3.4	Review and modify own work progress to complement the work of others
		3.5	Report own work progress to supervisors and where required to fellow employees using standard operating procedures (SOPs)
4	**Follow safe work practices**	4.1	Check for and identify hazards in the work area before and during work
		4.2	Follow procedures for avoiding or controlling hazards already identified in instructions, signage or other workplace communication
		4.3	Identify and report risks and hazards not covered by procedures

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
		4.4 Select, use and maintain relevant personal protective equipment (PPE) by procedures, as required
		4.5 Recognise emergency situations and take appropriate initial emergency action
		4.6 Follow procedures for responding to emergencies
		4.7 Report incidents, injuries and other WHS non-conformances according to procedures
5	**Work within a quality system**	5.1 Follow instructions and procedures and perform duties in accordance with standard operating procedures or quality system requirements
		5.2 Ensure conformance of product and process to specifications
		5.3 Report defects and non-conformance to specifications according to procedures
		5.4 Participate in process improvement procedures, where required
6	**Participate in workplace health and safety procedures**	6.1 Identify workplace health and safety policies and procedures relevant to own work and work area
		6.2 Identify relevant WHS managers and representatives for own work area
		6.3 Provide input to minimise hazards in work area in line with organisation WHS procedures and participative arrangements

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Quality systems include one (1) or more of the following	• quality planning • quality assurance • quality control • quality improvement procedures and processes
Task requirements include one (1) or more of the following:	• timeframe • quality requirements • outcome and performance requirements • job history • checks • reporting requirements • tools and equipment • materials and parts • supporting documents
Specifications include one (1) or more of the following:	• task lists • instructions • manufacturer manuals • diagrams and schematics • sketches • parts lists • SOPs
Planning includes one (1) or more of the following:	• preparing a plan to complete the task • organising task into manageable steps including appropriate order and timing • monitoring the progress of processes related to own responsibilities • applying relevant WHS instructions • collecting, sorting, recording results of work • seeking advice and guidance on setting priorities and timeframes

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

- seeking feedback from supervisor, trainer or mentor

Unit Mapping Information

Release 1. New unit. Supersedes and not equivelant to MEM13014A Apply principles of occupational health and safety in the work environment, MEM14004A Plan to undertake a routine task, MEM15002A Apply quality systems, MEM15024A Apply quality procedures, MEM16007A Work with others in a manufacturing, engineering or related environment.

Links

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Assessment Requirements for MEM13015 Work safely and effectively in manufacturing and engineering

Modification History

Release 1. New unit. Supersedes and not equivelant to MEM13014A Apply principles of occupational health and safety in the work environment, MEM14004A Plan to undertake a routine task, MEM15002A Apply quality systems, MEM15024A Apply quality procedures, MEM16007A Work with others in a manufacturing, engineering or related environment.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- identifying and avoiding or controlling hazards
- reporting hazards, incidents, injuries and other work health and safety (WHS) non-conformances following SOPs
- recognising and responding to emergencies following SOPs
- identifying and obtaining, instructions and information on job requirements, including one or more of the following:
  - verbal or written job instructions
  - specifications
  - SOPs
  - charts
  - lists
- identifying and responding to contingencies, including:
  - equipment breakdowns
  - non-conforming components
  - safety hazards
- recording information into proforma workplace documents, including:
  - production tally forms
  - quality control forms
  - safety incident forms
- performing assigned tasks and checking outcome of own work for conformance to specifications
- identifying own responsibilities within the workplace quality system
- giving and receiving feedback on own and group work
- seeking assistance from supervisors and mentors.

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Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use and application of personal protective equipment
- basic quality system terminology and concept, including:
  - quality assurance
  - quality control
  - quality improvement
- procedures to be followed in performing own work
- objectives, requirements and specifications to which the individual's work is to comply
- costs and consequences of poor quality
- effective interpersonal skills:
  - effective listening
  - basic speaking skills
  - use of workplace terminology and jargon
  - giving and receiving feedback
  - checking and clarifying task-related information
  - verbal, visual and written instructions
  - appropriate modes and methods of communication
- barriers to effective communication
- sources of technical expertise/assistance
- hazards and control measures associated with workplace activities.

Assessment Conditions

- Assessors must:
  - have vocational competency in working safely and effectively in manufacturing and engineering at least to the level being assessed with relevant industry knowledge and experience
  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011*, its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills

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- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

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MEM14006 Plan work activities

Modification History

Release 1. Supersedes and is equivalent to MEM14005A Plan a complete activity

Application

This unit of competency covers the skills and knowledge required to plan familiar work activities, whilst following established procedures and work health and safety (WHS) policies and procedures of the organisation.

Planning is undertaken by the individual performing the work. Individual plan components may require modification and prioritising to meet job requirements or to respond to unforeseen circumstances.

Where computations are required to be performed unit MEM12024 Perform computations should also be selected.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: **A**

Unit Weight: **4**

Pre-requisite Unit

MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information

Competency Field

Planning

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Identify outcomes and objectives and clarify with appropriate persons
		1.3 Obtain and clarify relevant specifications and procedures
		1.4 Identify and prioritise individual components of the plan
		1.5 Select and use planning tools and techniques according to the requirements of the work
		1.6 Check the plan for accuracy and relevancy to job requirements
2	**Modify plan components**	2.1 Modify the plan components, as necessary, to respond to unforeseen developments
		2.2 Review the outcome of the work activity and, where necessary, identify future improvements to the plan
3	**Follow WHS requirements**	3.1 Comply with WHS requirements at all times
		3.2 Identify WHS hazards and risks and implement appropriate risk control measures in accordance with SOPs
		3.3 Select, use and maintain appropriate personal protective equipment (PPE) in accordance with SOPs
		3.4 Raise WHS issues with designated personnel in accordance with SOPs
		3.5 Report WHS related actions and incidents according to SOPs

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Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Plan components include one (1) or more of the following:	• resources • tools and equipment • materials and parts • overall timeframe • job history • quality requirements • criteria for acceptable completion • checks and tests • outcome and performance requirements • WHS requirements
Specifications include one (1) or more of the following:	• task lists • instructions • manufacturer manuals • diagrams and schematics • technical drawings and sketches • parts lists • computer records
Planning techniques and tools include one (1) or more of the following:	• scheduling • time management • brainstorming • setting goals and defined outcomes • prioritising • review and evaluation strategies
Risk control measures	• eliminate the hazard

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

include one (1) or more of the following:

- substitute the hazard with a safer alternative
- isolate the hazard
- use engineering controls to reduce the risk
- use training to reduce the risk
- use PPE

Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM14005A Plan a complete activity

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM14006 Plan work activities

Modification History

Release 1. Supersedes and is equivalent to MEM14005A Plan a complete activity

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- planning a work activity using appropriate planning tools and techniques whilst following established procedures, including work health and safety (WHS) requirements
- checking the plan to ensure accuracy and conformance and modifying the plan components, as necessary, to overcome any unforeseen difficulties or developments
- identifying hazards and implementing appropriate risk control measures and procedures
- selecting, using and maintaining relevant personal protective equipment (PPE)
- evaluating the effectiveness of risk controls measures
- providing proforma WHS reports in accordance with SOPs, as required.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of PPE
- relevant specifications
- sources of advice relating to the objectives, requirements and specifications
- timeframe for activity completion
- quality requirements of the product or service
- techniques and reasons for prioritising of each step in a plan
- modifications that can be made to the plan to respond to unforeseen developments
- risk control measures
- reporting requirements for accidents, incidents and other non-conformances with WHS procedures.

Assessment Conditions

- Assessors must:
  - have vocational competency in planning work activities in a manufacturing and engineering environment at least to the level being assessed with relevant industry knowledge and experience

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  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011*, its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

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MEM16008A Interact with computing technology

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers accessing, inputting and storing information used in manufacturing, engineering or related environments, using computing technology.

Application of the Unit

Application of the unit	This unit applies in manufacturing, engineering or related environments. It involves identifying the type and source of information required, and using the technology to access, input and store information. The equipment may include computers and a range of other equipment based on computing technology. **Band**: **A** **Unit Weight**: **2**

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine job requirements	1.1. Nature and scope of task requirement are identified. 1.2. Information/data required to be accessed, input or stored is identified. 1.3. Source of information/data is identified.
2. Access information/data	2.1. Access procedures are followed. 2.2. Technology is navigated to find the required information/data. 2.3. Relevant software application menus, functions and commands are used to locate required information/data. 2.4. Information/data is retrieved using organisational procedures. 2.5. Information/data is checked for relevance to job requirements.
3. Input information/data	3.1. Relevant software menus, functions and commands are used to manipulate information/data. 3.2. Information/data is entered, changed, or removed as required.
4. Store	4.1. Data/files are saved following standard procedures

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ELEMENT	PERFORMANCE CRITERIA
information/data	prior to exiting the application. 4.2. Data output is produced as required. 4.3. Procedures for shutting down/logging off/exiting computing technology are followed.
5. Access assistance as required	5.1. Appropriate personnel are identified and consulted as required. 5.2. Manuals, online help and other reference materials are identified and used as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Look for evidence that confirms skills in: • ability to enter or retrieve data using appropriate software applications • reading, interpreting and following information on written job instructions, specifications, standard operating procedures, charts, lists, drawings and other applicable reference documents • planning and sequencing operations • checking and clarifying task-related information • using numerical operations within the scope of this unit
Required knowledge
Look for evidence that confirms knowledge of: • functions and capabilities of various types of computing technology used in the workplace • functions of software applications • hazards and control measures associated with using computing technology, including housekeeping • safe work practices and procedures

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to interact with computing technology to achieve workplace outcomes.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with interacting with computing technology or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for	

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EVIDENCE GUIDE	
assessment	

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Access procedures	Logging on and security procedures, virus checks, start-up routines, application start-up
Technology	Hand held data recording devices, screen based equipment, personal computers, bar coders
Applications	• Word processing spreadsheets and databases • Customised engineering and manufacturing applications • Material Resource Planning (MRP) • Warehousing inventory applications • Predictive reliability and maintenance applications • Production data management applications
Data output	Report, email, chart, graph, printout, data transfer, labels

Unit Sector(s)

Unit sector	

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Co-requisite units

Co-requisite units		

Competency field

Competency field	Communication

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MEM17003 Assist in the provision of on-the-job training

Modification History

Release 1. Supersedes and is equivalent to MEM17003A Assist in the provision of on the job training

Application

This unit of competency defines the skills and knowledge required to assist in the provision of on-the-job training to others while undertaking normal duties and it may involve the replacement of normal duties with training duties for limited periods of time. The individual would not be expected to be solely responsible for the assessment or reporting of a trainee's progress.

Typical applications could include the provision of on-the-job training by a tradesperson to apprentices/trainees or by a production worker to other production workers/trainees.

Where the development of training programs is required unit MEM17001 Assist in development and deliver training in the workplace should also be selected.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: **A**

Unit Weight: **2**

Pre-requisite Unit

MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information

Competency Field

Training

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
		1.5	Identify objectives of training and role of on-the-job training in consultation with appropriate personnel
		1.6	Develop a plan for the training
2	**Provide on-the-job training**	2.1	Conduct training using methods appropriate to the training objectives and learner
		2.2	Monitor trainee progress and provide feedback appropriate to the learning outcomes
		2.3	Report trainee's progress according to SOPs

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Training methods include one (1) or more of the following:	• explanation • demonstration • simulation
Reports include the following:	• information about the skills satisfactorily achieved and those where further practice is required

Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM17003A Assist in the provision of on the job training

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM17003 Assist in the provision of on-the-job training

Modification History

Release 1. Supersedes and is equivalent to MEM17003A Assist in the provision of on the job training

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- determining through consultation the objectives of training and the role of on-the-job training
- planning training delivery
- conducting appropriate training in a safe and effective manner, including the appropriate use of personal protective equipment (PPE)
- using appropriate training methods
- monitoring trainee's progress and providing feedback
- reporting trainee's progress through appropriate channels.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of PPE
- requirements for planning occasional on-the-job training
- features of training with relevant personnel, including:
  - identification of person(s) to be trained
  - the individual's role in the provision of training
  - skills and knowledge to be learned
  - procedures to be followed
  - training location(s)
  - tools, equipment, materials and resources required
  - appropriate delivery method/s
  - the role of feedback in the provision of on-the-job training
  - the reasons for monitoring trainee's progress
- reporting procedures.

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Assessment Conditions

- Assessors must:
  - have vocational competency in assisting in the provision of on the job training at least to the level being assessed with relevant industry knowledge and experience
  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011*, its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MEM18001 Use hand tools

Modification History

Release 1. Supersedes and is equivalent to MEM18001C Use hand tools

Application

This unit of competency defines the skills and knowledge required to use a range of hand tools for a variety of general engineering applications.

This unit should not be selected if the hand tool is dedicated to a single operation or machine or when a machine-specific/customised tool is used.

Where the interpretation of technical drawings is required unit MEM09002 Interpret technical drawing should also be selected.

Where the selection and use of engineering measuring equipment is required unit MEM12023 Perform engineering measurements should also be selected.

Where the selection and use of power tools/hand held operations is required unit MEM18002 Use power tools/hand held operations should also be selected.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: **A**

Unit Weight: **2**

Pre-requisite Unit

MEM11011	Undertake manual handling
MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information

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Competency Field

Maintenance and diagnostics

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4 Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Use hand tools for general engineering applications**	2.1 Select hand tools appropriate to the task requirements
		2.2 Use hand tools to produce outcomes that meet job specifications
		2.3 Identify unsafe or faulty tools and mark for repair according to designated procedures before, during and after use
		2.4 Undertake routine maintenance of tools using engineering principles, tools, equipment and procedures
		2.5 Store hand tools safely in appropriate location according to procedures and manufacturers' recommendations

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Hand tools include one (1) or more of the following:

- hacksaws
- hammers
- punches
- screwdrivers
- sockets
- wrenches
- scrapers
- chisels
- gouges
- wood planes
- files of all cross-sectional shapes and types
- hand held taps and dies

Applications include one (1) or more of the following:

- adjusting
- dismantling
- assembling and finishing of items or components
- finishing, cutting, scraping of metallic and non-metallic material to size and shape
- tapping/retapping and threading/rethreading new/damaged threads

Drawings include one (1) or more of the following:

- drawings and sketches not covered by AS 1100 Technical drawing or AS 1102 Graphical symbols for electrotechnical documentation, and their equivalents
- work specifications that include graphic representations that do not require interpretation

Job specifications include one (1) or more of the following:

- finish
- tension
- size
- shape

Routine maintenance includes one (1) or more of the following:

- cleaning
- lubricating
- tightening
- simple tool repairs
- adjustments

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Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM18001C Use hand tools

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM18001 Use hand tools

Modification History

Release 1. Supersedes and is equivalent to MEM18001C Use hand tools

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- selecting and using hand tools to produce the desired outcome to job specifications
- following designated procedures for dealing with unsafe or faulty tools
- undertaking routine maintenance and cleaning of hand tools, including storage.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- features and applications of different hand tools used in a general engineering context, including hacksaws, hammers, punches, screwdrivers, sockets, wrenches, scrapers, chisels, gouges, wood planes and files of all cross-sectional shapes and sizes
- common faults and/or defects in hand tools
- procedures for marking unsafe or faulty tools for repair
- routine maintenance requirements for a range of hand tools, including lubricating, tightening, simple tool repairs and adjustments using engineering principles and relevant equipment
- storage location and procedures for a range of hand tools.

Assessment Conditions

- Assessors must:
  - have vocational competency in using hand tools at least to the level being assessed with relevant industry knowledge and experience
  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011,* its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires

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- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MEM18002 Use power tools/hand held operations

Modification History

Release 1. Supersedes and is equivalent to MEM18002B Use power tools/hand held operations

Application

This unit of competency defines the skills and knowledge required to use a range of hand held power tools and fixed power tools for hand held operations used in a variety of general engineering applications.

This unit should not be selected if the power tools used are dedicated to an operation or machine, e.g. nut-runner, air drill and power driver.

Where the interpretation of technical drawings is required unit MEM09002 Interpret technical drawing should also be selected.

Where the selection and use of engineering measuring equipment is required unit MEM12023 Perform engineering measurements should also be selected.

Where the selection and use hand tools is required unit MEM18001 Use hand tools should also be selected.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: **A**

Unit Weight: **2**

Pre-requisite Unit

MEM11011 Undertake manual handling

MEM13015 Work safely and effectively in manufacturing and engineering

MEM16006 Organise and communicate information

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Competency Field

Maintenance and diagnostics

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Use power tools for general engineering applications**	2.1	Select power tools appropriate to the task requirements
		2.2	Use power tools for a determined sequence of operations to produce desired outcomes to job specifications
		2.3	Identify unsafe or faulty tools and mark for repair before, during and after use according to SOPs
		2.4	Undertake operational maintenance of tools according to principles, techniques and SOPs
		2.5	Store power tools safely in appropriate location according to manufacturers' recommendations and SOPs

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Power tools include one (1) or more of the following:	• electric or pneumatic/hydraulic drills • grinders • jigsaws • nibblers • cutting saws • sanders • planers • routers • pedestal drills • pedestal grinders
Power tool operations include one (1) or more of the following:	• clamping • alignments • adjustments
Applications include one (1) or more of the following:	• loosening and fastening items or components • shaping, finishing, cutting, grinding of metallic and non-metallic materials and/or tool bits to size and shape
Drawings include one (1) or more of the following:	• drawings and sketches not covered by AS 1100 Technical drawing or AS 1102 Graphical symbols for electrotechnical documentation, and their equivalents • work specifications that include graphic representations that do not require interpretation
Clamping includes one (1) or more of the following:	• multigrips • vices • jigs and fixtures • clamps
Job specifications include one (1) or more of the following:	• finish • size • shape
Operational maintenance includes one (1) or more of the following:	• cleaning • lubricating • tightening

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Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM18002B Use power tools/hand held operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM18002 Use power tools/hand held operations

Modification History

Release 1. Supersedes and is equivalent to MEM18002B Use power tools/hand held operations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- selecting and using a range of hand held and fixed power tools for a variety of general engineering applications
- following designated procedures for dealing with unsafe or faulty power tools
- undertaking routine maintenance and cleaning of power tools, including storage.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- features and application of different power tools
- clamping/securing methods
- adjustments/alignments to a range of power tools
- common faults and/or defects in power tools
- procedures for marking unsafe or faulty power tools for repair
- routine maintenance requirements and cleaning of a range of power tools
- storage location and procedures of a range of power tools.

Assessment Conditions

- Assessors must:
  - have vocational competency in using power tools/hand held operations at least to the level being assessed with relevant industry knowledge and experience
  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011*, its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires

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- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MEM19006 Replace watch batteries

Modification History

Release 1. Supersedes and is equivalent to MEM19006B Replace watch batteries

Application

This unit of competency defines the skills and knowledge required to replace digital or analog watch batteries and arrange water resistance and pressure testing.

Some knowledge of watch glasses and seals is required, however specific replacement functions for these are not covered by this unit and testing functions relate only to the measurement of voltage, consumption and resistance.

This unit does not apply to diver and other water-resistant watch types and water resistance and pressure testing is not covered by this unit, however identification of watches requiring testing as well as procedures for arranging testing are a requirement of this unit.

Where power cell replacements in these two categories are of common practice with associated testing and/or identification/cleaning/supply/fitting of waterproofing/water resistance components appropriate horological units should be selected.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: **A**

Unit Weight: **1**

Pre-requisite Unit

MEM11011	Undertake manual handling
MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information
MEM18001	Use hand tools

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Competency Field

Jewellery and horological

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
2	**Identify watch construction**	2.1	Identify case material and construction
		2.2	Identify case types and their function
		2.3	Identify associated parts and consumables
3	**Open and close watches**	3.1	Select and use workshop tools and equipment
		3.2	Open and close watch cases
		3.3	Inspect parts and report or record results
4	**Select and replace batteries**	4.1	Perform general inspection of surface areas
		4.2	Select battery and install
		4.3	Measure voltage, consumption and resistance
		4.4	Handle and store batteries according to SOPs
5	**Arrange water**	5.1	Identify watches requiring water resistance or pressure testing

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
resistance and pressure testing	5.2 Arrange water resistance and pressure testing

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

No range of conditions provided for this unit.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM19006B Replace watch batteries

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM19006 Replace watch batteries

Modification History

Release 1. Supersedes and is equivalent to MEM19006B Replace watch batteries

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- identifying and interpreting specifications, job sheets or work instructions to replace watch batteries in digital and analog watches
- selecting and using appropriate tools and equipment, including all hand and power tools appropriate to opening and closing watch cases
- handling and cleaning case, movement and other watch parts and inspecting for obvious damage, wear and moisture intrusion
- inserting and removing batteries
- measuring voltage, resistance and consumption for correct values in accordance with manufacturers' data
- arranging water resistance and pressure testing.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- applicable horological terminology
- design of case types, including water resistant, dustproof and diver's, and their functions
- types of batteries and their functions and battery cell construction
- analog, digital, multi-function and mechanical watch functions
- wear and the possible effects on glass and adjustors
- watch-specific tools and equipment
- manufacturers' information, specifications and SOPs
- location and cause of moisture and corrosion effects
- handling, cleaning and adjustment procedures
- work health and safety (WHS) issues for mercury and lithium batteries
- appropriate symbols and other identifying relevant standards information and their location

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- battery features, identification codes and parts associated with battery function
- procedures to confirm battery status
- relevant internal and external water resistance and pressure testing bodies or personnel
- arrangements and procedures for dispatch and receipt of watches.

Assessment Conditions

- Assessors must:
  - have vocational competency in replacing watch batteries at least to the level being assessed with relevant industry knowledge and experience
  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011*, its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MEM19014 Perform hand engraving

Modification History

Release 1. Supersedes and is equivalent to MEM19014B Perform hand engraving

Application

This unit of competency covers the skills and knowledge required for performing basic hand engraving using hand tool applications. Work includes block and script lettering and carving techniques on mostly flat surfaces to achieve patterns in relief or intaglio.

Where the work being performed requires the item to have shaping/drilling/contour modification using power tools unit MEM18002 Use power tools/hand held operations should also be selected.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: **A**

Unit Weight: **4**

Pre-requisite Unit

MEM11011	Undertake manual handling
MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information
MEM18001	Use hand tools

Competency Field

Jewellery and horological

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, sketches, job sheets or work instructions
2	**Select and maintain engraving equipment and accessories**	2.1	Identify sequence of procedures and select appropriate equipment
		2.2	Prepare gravers to industry standards
3	**Perform hand engraving**	3.1	Measure item and mark out for engraving
		3.2	Position work piece and hold or clamp effectively and without damage to the work piece
		3.3	Undertake work according to SOPs and industry standards

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Engraving requirements include one (1) or more of the following:	• block lettering • script lettering • pictures • carvings • size requirements • style requirements
Equipment includes one (1) or more of the following:	• scorpers • gravers

Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM19014B Perform hand engraving

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM19014 Perform hand engraving

Modification History

Release 1. Supersedes and is equivalent to MEM19014B Perform hand engraving

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- identifying the engraving sequence and selecting the gravers, scorpers and other applicable tools required to meet specifications
- measuring and marking out using datum lines or points for engraving and positioning and holding item without damage
- completing work according to work specifications
- maintaining the engravers by machining and sharpening graver shape and cutting angles in accordance with SOPs.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- engraving terminology
- sources of task-related information
- securing methods and limitations
- different gravers and scorpers and their applications
- techniques for producing and maintaining cutting edges
- equipment and techniques used for maintaining gravers
- hand engraving techniques for letters and basic pictures and carvings.

Assessment Conditions

- Assessors must:
  - have vocational competency in performing hand engraving at least to the level being assessed with relevant industry knowledge and experience

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  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011*, its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MEM20001 Produce keys

Modification History

Release 1. Supersedes and is equivalent to MEM20001A Produce keys

Application

This unit of competency defines the skills and knowledge required to produce and duplicate keys for mechanical locking devices and systems. It applies to the production of keys across a range of locksmithing areas, including automotive, domestic, commercial, security containers and ancillaries.

Where other programming of high-security transponders is required unit MEM20013 Service automotive transponder systems should also be selected.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Band: **A**

Unit Weight: **4**

Pre-requisite Unit

MEM13015	Work safely and effectively in manufacturing and engineering
MEM16006	Organise and communicate information
MEM18001	Use hand tools

Competency Field

Locksmithing

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Determine job requirements from specifications, drawings, work instructions or existing samples
		1.5	Select appropriate method for cutting/duplicating according to key type and system, and other applicable factors
		1.6	Confirm signatories, as required
2	**Prepare materials and equipment**	2.1	Select appropriate tools and equipment
		2.2	Select correct key blank for the given application
		2.3	Set up equipment and accessories in an appropriate manner for cutting/duplicating
3	**Produce and duplicate keys**	3.1	Ensure key fits and operates lock in a correct manner
		3.2	Ensure key dimensions meet manufacturer specifications
		3.3	Use hand tools and equipment safely and in accordance with SOPs
		3.4	Finish key according to SOPs

Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Method for cutting/duplicating includes one (1) or more of the following:

- hand
- machine
- computer and book code equipment
- programming of read/write transponders

Key types include one (1) or more of the following:

- inline pin tumbler
- single and double sided wafer
- 2 and 4 track
- lever:
  - pin
  - pipe
  - mortice
  - flat steel
  - double bitted
- warded
- pre-cut
- rotating pin
- rotating disc
- axial pin (dimple)
- tubular
- cruciform

Key systems include one (1) or more of the following:

- restricted, semi-restricted and non-restricted system numbers
- manufacturer restricted
- factory restricted
- locksmith restricted/managed
- association restricted

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This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Requirements for key production includes one (1) or more of the following:	• specific client requirements and quantities • completion times and dates • job requirements and tasks • signature authorities • WHS requirements • company requirements • compliance with relevant manufacturer requirements • warranties and service information
Tools and equipment include one (1) or more of the following:	• manual and computerised code machines • milling machines, tubular machines and duplicating machines • crimpers, hand files and bridge support • measuring equipment, including standard gauges and vernier callipers

Unit Mapping Information

Release 1. Supersedes and is equivalent to MEM20001A Produce keys

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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Assessment Requirements for MEM20001 Produce keys

Modification History

Release 1. Supersedes and is equivalent to MEM20001A Produce keys

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two (2) occasions and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- interpreting conversion charts, reference books and samples to identify blank requirements for keys used across a wide range of industries
- selecting appropriate cutting/duplicating method for key type and system
- measuring key dimensions and identifying key type appropriate to the task
- setting up and safely using cutting and duplicating equipment to produce keys
- testing and adjusting key operation, checking calibration and finishing keys.

Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- different techniques for cutting and duplicating
- tools and equipment for hand and machine key cutting
- key systems and blanks
- spacings, depths, angles, shapes and other measurements relevant to cutting keys
- terminology for key production
- requirements of key restrictions
- workplace method for confirming signatory to key order
- key blank storage and classification systems
- identification marking procedures
- key storage and packaging procedures.

Assessment Conditions

- Assessors must:
  - have vocational competency in producing keys at least to the level being assessed with relevant industry knowledge and experience

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  - satisfy the assessor requirements in the *Standards for Registered Training Organisations 2015* or its replacement and comply with the *National Vocational Education and Training Regulator Act 2011*, its replacement or equivalent legislation covering VET regulation in a non-referring state/territory as the case requires
- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b7050d37-5fd0-4740-8f7d-3b7a49c10bb2

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MEM30031A Operate computer-aided design (CAD) system to produce basic drawing elements

Modification History

Release 1 - New unit of competency

Unit Descriptor

This unit of competency covers the skills and knowledge required to apply functions of computer-aided design (CAD) software programs that are typically used in the production of detail drawings.

Application of the Unit

This unit is suitable for those working within a CAD or drafting work environment and may be applied across engineering and manufacturing environments. It covers competent use of a CAD program to perform basic drawing tasks used in the development of detail drawings. Drawings may include plans, diagrams, charts, circuits, systems or schematics.

This unit includes using computer equipment and selecting software functions in order to generate basic drawing elements.

Work is conducted under supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Confirm drawing requirements	1.1	Confirm purpose, scope, and information and presentation requirements for drawing
		1.2	Review available information relevant to project and work requirements, and identify and address further information needs
		1.3	Identify computing equipment and software used in the organisation
		1.4	Identify work flow and procedures for work supervision
		1.5	Examine requirements for presentation of drawings
2	Identify key features of CAD software	2.1	Describe types of CAD software used for detail drafting, their key features and suitability for producing specific drawing outcomes
		2.2	Describe types of CAD software used for design drafting, their key features and suitability for producing specific drawing outcomes
		2.3	Identify differences in CAD process to generate 2-D drawings and 3-D models, and reasons for each presentation
		2.4	Identify differences in CAD process to generate single and multiple view drawings, and reasons for each presentation
		2.5	Identify CAD software used in the organisation and confirm compatibility with other software programs and peripheral equipment
		2.6	Identify software features for linked specifications, catalogues or materials ordering
3	Access software and set up for	3.1	Open software and navigate organisational filing and library system

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	drawing work	3.2	Identify organisational and software templates and determine uses
		3.3	Identify organisational symbols, codes and standards to be applied in drafting work and how these are accessed and applied
		3.4	Apply workplace procedures to retrieve and manipulate required information and navigate computing technology
		3.5	Set up working environment
4	Produce basic drawing elements	4.1	Use CAD functions to produce basic drawing elements
		4.2	Use editing and transfer tools and methods to modify drawing elements
		4.3	Apply dimensions, text and symbols to drawing elements
		4.4	Import and export files into/out of working space
		4.5	Generate different views and perspectives
		4.6	Organise presentation of work
5	Complete CAD operations	5.1	Save and file drawing elements according to organisational procedures
		5.2	Print drawing elements and evaluate presentation
		5.3	Evaluate work and identify areas for improvement
		5.4	Close applications, perform CAD housekeeping and maintain organisational filing system

Required Skills and Knowledge

Required skills

Required skills include:

- literacy skills sufficient to read instructions for drawings work

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- using computer technologies and navigating software
- numeracy skills sufficient to interpret technical information and determine scaling and layout issues
- navigating software to:
  - manipulate drawing entities
  - modify dimension styles
  - create and use layers
  - manipulate the drawing origin
  - define and utilise symbol libraries
  - utilise grids/grid snaps and object snaps
  - display views at multiple scales
  - add title blocks/frame to layout a drawing for printing
  - prepare advanced drawings in plane orthogonal or equivalent
  - set up prototype drawings
  - define and extract attribute data
  - create bills of materials (BOM) utilising attribute data and third-party application software

Required knowledge

Required knowledge includes:

- general knowledge of different approaches to drawing
- awareness of copyright and intellectual property issues and legislation in relation to drawing
- environmental and occupational health and safety (OHS) issues associated with the tools and materials used for drawing
- quality assurance procedures
- CAD program capabilities and processes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria required skills and knowledge range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person who demonstrates competency in this unit must be able to use CAD software to produce graphics commonly used in drafting work.
Critical aspects for assessment and evidence required to demonstrate competency in this	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the

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unit	competency in new and different situations and contexts. Specifically the candidate must be able to: • work within typical site/teamwork structures and methods • apply worksite communication procedures • comply with organisational policies and procedures, including quality requirements • participate in work meetings • comply with quality requirements • use industry terminology • apply appropriate safety procedures • identify drawing work requirements and determine appropriate software functions and features • identify features and uses of CAD software used in detail and design drafting • access and use computing equipment and CAD software functions to produce drawing elements.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with drafting or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is

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	valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways, including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Range Statement

CAD software	CAD software may include: • AutoCAD • Inventor • Revitt • Solidworks • ProSteel • XSteel • other programs
Key features	Key features may include: • 2-D • 3-D modelling • built-in specifications • file import/export • save • undo • scale
Specific drawing outcomes	Specific drawing outcomes may include • 2-D • 3-D modelling • drawings for specific engineering applications • orthographic/isometric/perspectives/schematics
Basic drawing elements	Basic drawing elements may include: • points, line angles, circles, arcs, planes, figures and solids

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	• squares, rectangles and triangles • bisected lines and dividing lines • polygon, ellipse, spline, dimension and hatch
Editing and transfer tools and methods	Editing and transfer tools and methods may include: • delete, fillet, chamfer, erase, trim/extend, break, undo and redo commands • zooming and panning • moving, copying, rotating and mirroring • polar and rectangular duplication • object snaps • dimensions • selecting entities • dividing • scaling • measuring • grouping

Unit Sector(s)

Drawing, drafting and design

Custom Content Section

Not applicable.

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MEM30032A Produce basic engineering drawings

Modification History

Release 1 - New unit of competency

Unit Descriptor

This unit of competency covers producing drawings or similar graphical representations where the critical dimensions and associated tolerances and design specifications are predetermined.

Application of the Unit

This unit applies to any of the full range of engineering disciplines. All work is carried out under supervision and all specifications, dimensions and tolerances are predetermined. The unit covers application of introductory drafting skills to select and apply drawing protocols.

Manual drafting or computer-aided design (CAD) drawing equipment may be used.

If CAD skills are required, MEM30031A Operate computer-aided design (CAD) system to produce basic drawing elements, should be selected.

Drawings are completed to Australian Standard (AS) 1100.101–1992 Technical drawing – General principles.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify drawing requirements	1.1	Identify information requirements for work and obtain all relevant job requirements and design specifications in accordance with workplace procedures
		1.2	Identify, interpret and analyse drawing requirements, specifications and relevant workplace information
		1.3	Interpret and apply industry terminology for drawing work
		1.4	Confirm communication practices required during drawing work
		1.5	Estimate time requirements for completing work
2	Select drawing features	2.1	Set up drawing list or register
		2.2	Determine level of detail and numbers of drawings required for work
		2.3	Plan presentation and layout, and determine drawing sheets, text style and size, and scales, appropriate for drawing work
		2.4	Identify features and applications of line types and thicknesses and select for drawing work
		2.5	Establish datums and dimensions
3	Prepare and detail drawings	3.1	Prepare drawings in plane orthogonal, isometric projection or equivalent
		3.2	Detail drawings in third angle projection, including auxiliary views, sections and assemblies
		3.3	Draw sections through engineering components incorporating correct use of cutting plane symbols and conventions

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		3.4	Include appropriate symbols for limits and fits, surface texture and geometric tolerances
		3.5	Resolve problems in consultation with a supervisor
		3.6	Check drawing compliance with work instructions and specifications
4	Select physical dimensions and produce engineering parts list	4.1	Where required, select components and/or materials from supplier/manufacturer catalogues using predetermined design specifications
		4.2	Produce an engineering parts list in accordance with workplace procedures
5	Complete drawing documentation	5.1	Obtain approval for drawings and/or parts list
		5.2	Store approved drawings and/or parts lists
		5.3	Catalogue and issue drawing and documentation in accordance with workplace procedures

Required Skills and Knowledge

Required skills

Required skills include:

- correctly using and maintaining equipment, including CAD
- manual drafting, filing and printing
- reading and interpreting specifications
- communicating with supervisor to confirm work requirements and outcomes
- visualising components
- preparing a drawing in plane orthogonal, isometric projection or equivalent
- determining drawing protocols required to complete drawing to industry standard
- selecting and locating text to support presentation
- establishing datums and dimensions for drawings
- drawing sections through an engineering component incorporating correct use of cutting plane symbols and conventions

Required knowledge

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Required knowledge includes:

- drafting media, including cartridge paper, tracing paper, drafting film and plain printing paper
- layout conventions
- effective use of blank space, location of notes and symbols
- sectioning
- overview of graphical techniques
- assembly drawings and explosion drawings
- schematics/line drawings, graphs and pictorials
- standard engineering drawing symbols, references and terminology
- application of surface finish symbols to drawings
- uses of different scales in industry applications
- uses and types of line weights
- uses and types of drawing sheets
- type of information provided with drawings

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria required skills and knowledge range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person who demonstrates competency in this unit must be able to produce basic engineering drawings to AS 1100.101–1992 Technical drawing – General principles.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. Specifically the candidate must be able to: • work within typical site/teamwork structures and methods • apply worksite communication procedures • comply with organisational policies and procedures, including quality requirements • participate in work meetings • comply with quality requirements • use industry terminology

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	• apply appropriate safety procedures • produce drawings in orthogonal and isometric projection to AS 1100.101–1992 Technical drawing – General principles • produce drawings in third angle projection, including auxiliary views, sections and assemblies • include all details, symbols and notation.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with producing basic engineering graphics, or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways, including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Range Statement

Specifications	Specifications may be obtained from: • design information • customer

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	• ideas • concepts/expectations/requirements • sketches • preliminary layouts
Drawings	Drawings may include: • plans • diagrams • charts
Consultation	Consultation may include • reference to appropriate personnel, including technical supervisors, manufacturers, suppliers, contractors and customers
Engineering parts list	Engineering parts list may include: • part name • description of part • material specification or part number • quantities • other details, as required
Issued drawings	Issued drawings may include: • hard copy • photographic, slide or transparency form, including presentation as a single drawing and/or with other drawings • support documentation as a package

Unit Sector(s)

Drawing, drafting and design

Custom Content Section

Not applicable.

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MEM30033A Use computer-aided design (CAD) to create and display 3-D models

Modification History

Release 1 - New unit of competency

Unit Descriptor

This unit of competency covers using a computer-aided design (CAD) program to produce and plot basic 3-D view drawings.

Application of the Unit

This unit applies to the production of 3-D models using CAD software and associated equipment. This will include the use of region and solid modelling techniques, section views and pre-drawn library files. Work also includes extraction of properties and application of basic rendering techniques.

All work is conducted under supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-Requisites

MEM30031A Operate computer-aided design (CAD) system to produce basic drawing elements

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Confirm drawing requirements	1.1	Confirm purpose, scope and information and presentation requirements for drawing
		1.2	Identify, interpret and analyse available information relevant to project and work requirements, and identify and address further information needs
		1.3	Identify computing equipment and software used in the organisation
		1.4	Identify work flow and procedures for work supervision and confirm communication requirements through project
		1.5	Examine requirements for presentation of drawings
2	Create and display 3-D views	2.1	Set up a 3-D environment on the screen to allow multiple viewing
		2.2	Create 3-D views on the screen by manipulation of drawing planes and insertion of 3-D geometric shapes
		2.3	Draw on any plane of the 3-D view
		2.4	Use editing functions to modify 3-D geometric shapes in creating 3-D views
		2.5	Produce wire line, surface and solid face displays in isometric, perspective and orthographic projections
3	Detail 3-D model	3.1	Extract the mass and surface area of a given solid model made from a nominated material
		3.2	Apply basic rendering techniques to render solid model to a specified set of criteria
4	Save completed	4.1	Save file in an appropriate format to enable retrieval and

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drawing file in various formats		use in a CAD system
	4.2	Save file in other formats to enable retrieval in other software applications

Required Skills and Knowledge

Required skills

Required skills include:

- reading and interpreting engineering specifications
- organising information
- using computer and peripherals
- using CAD program
- saving 3-D modes in various file formats
- preparing drawings in plane orthogonal, isometric projection or equivalent

Required knowledge

Required knowledge includes:

- region modelling techniques
- solid modelling techniques
- development of sectioned models
- use of cutting plane
- use of cross hatching
- use of pre-drawn library files and primitives to produce a 3-D model
- use of third level software to produce 3-D models
- how to extract mass and area properties
- how to extract area properties from region models
- application of basic rendering techniques to a 3-D model

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria required skills and knowledge range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person who demonstrates competency in this unit must be able to use CAD to create and display 3-D models.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. Specifically the candidate must be able to: • work within typical site/teamwork structures and methods • apply worksite communication procedures • comply with organisational policies and procedures, including quality requirements • participate in work meetings • comply with quality requirements • use industry terminology • apply appropriate safety procedures • identify modelling work requirements and determine appropriate software functions and features • apply CAD functions to produce a rendered 3-D model to Australian Standard (AS) 1100.101–1992 Technical drawing – General principles.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using CAD to create and display 3-D models or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways, including direct observation, supervisor's reports, project work,

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	samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Range Statement

Multiple viewing	Multiple viewing includes: • top views • front and side views • general 3-D view
3-D geometric shapes	3-D geometric shapes may include: • arcs and lines • spheres • cones • cylinders • boxes

Unit Sector(s)

Drawing, drafting and design

Custom Content Section

Not applicable.

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MSFSF3013 Provide technical advice to customers

Modification History

Release 1 - New unit of competency

Application

This unit of competency covers providing advice to customers on a range of technical issues that impact on soft furnishing types, uses and installation issues, including wall structures, interior design principles, motorisation, energy conservation and interpretation of architectural drawings.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking technical advisory work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

Pre-requisite Unit

Competency Field

Unit Sector

Soft Furnishing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify customer requirements	1.1	Questioning techniques are applied to determine the nature of customer requirements
		1.2	Potential site problems or site-specific requirements are identified
2	Access and interpret information	2.1	All available information relating to customer-specific requirements is gathered, recorded and confirmed with the customer
		2.2	Information on options that potentially meet the customer's

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			requirements is accessed and interpreted
3	Provide advice to customer	3.1	Viable options relating to products, techniques or solutions that are relevant to the customer's requirements are generated
		3.2	Information on available options relating to products, techniques or solutions is provided to the customer
		3.3	Features, benefits, limitations and safety implications relating to available options are explained to the customer
		3.4	The customer is advised to seek specialist advice, where warranted

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

Tools and equipment include:

- measuring and calculating equipment:
  - tapes
  - rulers

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	• calculators • computers

Materials include:	• product and fabric samples
	• visual aids:
	  • photographs
	  • magazines
	  • trade brochures
	  • sketches
	• technical drawings

Personal protective equipment includes:	• that prescribed under legislation, regulations and enterprise policies and practices
Information and procedures include:	• workplace procedures relating to the use of tools and equipment • work instructions, including job sheets, cutting lists, plans, drawings and designs • workplace procedures relating to reporting and communication • manufacturer specifications and operational procedures

Unit Mapping Information

Supersedes and is equivalent to LMFSF3014B Provide technical advice to customers.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73

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Assessment Requirements for MSFSF3013 Provide technical advice to customers

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products
  - maintain required production output and product quality
- Provide advice to customers on three (3) occasions with each involving a different central subject
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Interpretation of plans, drawings and worksheets
- Interior design principles
- Types of motorisation
- Energy conservation methods
- Types of wall and ceiling construction

Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors

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  - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
  - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to sample products, visual aids and customer specifications.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73

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MSMBLIC001 Licence to operate a standard boiler

Modification History

Release 1. Supersedes and is equivalent to MSABLIC001 Licence to operate a standard boiler.

Application

This unit specifies the outcomes required to operate a standard boiler safely. This includes boiler start-up, handover, monitoring, shutdown and storage of a boiler that uses a single fuel source and does not have an air pre-heater, feed water heater, superheater, attempurator or desuperheater, simultaneous dual fuel firing capability or economiser attached.

This unit also covers the preparation for inspection procedures as specified in manufacturer recommendations, identification of maintenance requirements and relevant risk control measures.

This unit is based on the licensing requirements of Part 4.5 of the Model Work Health and Safety (WHS) Regulations, High Risk Work, and meets Commonwealth, state and territory high risk work licensing requirements. Any alteration to the unit content or outcomes would result in a unit that is not acceptable to WHS/Occupational Health and Safety (OHS) regulators for the purpose of licensing.

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Boiler operation (licensed)

Elements and Performance Criteria

Elements describe the essential outcomes		Performance criteria describe the performance needed to demonstrate achievement of the element
1	**Plan and prepare**	1.1 Follow standard operating procedures (SOPs)

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	for work	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Identify potential workplace hazards and appropriate risk control measures consistent with appropriate standards to ensure the safety of personnel and equipment
		1.4	Locate and review appropriate records to prepare for boiler operation
		1.5	Identify the type of boiler and plan boiler operations according to procedures
		1.6	Identify appropriate personal protective equipment (PPE) in accordance with SOPs
		1.7	Identify suitable communication methods and confirm with appropriate personnel
2	**Start up boiler**	2.1	Apply risk prevention and risk control measures to the work area according to procedures
		2.2	Select communication equipment and inspect for serviceability
		2.3	Select all necessary equipment and inspect for operational effectiveness according to procedures, including establishing water level
		2.4	Check boiler visually for any damage or defects and report and record any found according to procedures with appropriate action taken
		2.5	Vent boiler to atmosphere prior to start-up, as required
		2.6	Carry out pre-start up checks on the boiler and bring the boiler online safely according to procedures
		2.7	Start up boiler according to procedures
		2.8	Identify maintenance requirements and any visual faults and report according to procedures
		2.9	Confirm, complete and log all maintenance and/or repairs and associated isolations and make the equipment serviceable

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3	**Monitor boiler operation**	3.1	Diagnose operating status of the boiler
		3.2	Maintain operating log clearly and accurately according to procedures
		3.3	Monitor boiler, valves, fittings and pressure gauges according to procedures
		3.4	Blow boiler water level gauges through both steam and water sides
		3.5	Test standby plant and equipment according to procedures
		3.6	Conduct boiler water quality tests, where required, and record the results according to procedures
		3.7	Adjust boiler water chemicals after tests, where appropriate and required according to procedures and notify downstream users, if necessary
		3.8	Activate the automatic blowdown and, where required, boiler is blown down to adjust total dissolved solids (TDS) levels to recommendations
		3.9	Communicate handover information regarding boiler status and operation clearly to relevant personnel according to procedures
		3.10	Respond immediately to any boiler emergency in accordance with procedures
4	**Shut down boiler**	4.1	Shut down the boiler for inspection according to procedures, as required
		4.2	Identify maintenance requirements and report any visual faults according to procedures
		4.3	Complete isolations associated with in-service maintenance according to procedures
		4.4	Clean boiler internally and externally to manufacturer recommendations and procedures, where required
		4.5	Complete boiler operating log for shutdown

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5	**Store boiler in shutdown mode**	5.1	Identify storage time and condition of storage, where required
		5.2	Store boiler in safe condition for access in accordance with manufacturer recommendations and procedures
		5.3	Test stored boiler water and chemicals, where required, and handle in accordance with procedures, where storage is for extended periods

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Boiler includes: Fixed and modulating combustion controls and a single heat source. Operation includes a battery of boilers and boilers that have a single thermal or solar heat source.

Note: Boilers meeting the definition of 'advanced boiler' are excluded.

Standard boiler includes:

- vessel or an arrangement of vessels and interconnecting parts in which steam and vapour is generated or in which water or other liquid is heated above that of the atmospheric pressure by the application of:
  - fire
  - the products of combustion
  - electrical power
  - similar means
- fixed and modulating combustion controls, fixed and

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modulated air supply, a single fuel source and will have:

- boiler piping
- supports
- mountings
- valves
- gauges
- fittings
- controls
- boiler settings and directly associated equipment

Type of boiler includes one or more of the following:

- fire tube
- water tube
- once through boilers
- waste heat
- electrically heated
- novel or unique

Hazards include one or more of the following:

- asbestos lagging
- chemical hazards
- thermal hazards
- manual handling hazards
- machinery guard requirements
- hot exposed steam pipe
- leakage of steam
- leakage of fuel
- odour of gas
- fumes from a liquid chemical spill
- faulty/broken ladder or hand rail
- working at heights
- flammable liquids
- fire and explosion
- electrical hazards
- work area, including:
  - illumination
  - excessive noise from machinery
  - spillage of oil
  - rubbish and combustibles
  - obstruction

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Risk control methods include:	Risk control methods refer to the systematic process of eliminating or reducing the risk to personnel and property through the application of controls. It includes the application of the hierarchy of control: • elimination • substitution • isolation • engineering controls • administrative controls • personal protective equipment (PPE)
Appropriate standards include one or more of the following:	• legislation • codes of practice • manufacturer specifications • Australian Standards • technical standards (International) • industry standards (where applicable)
Procedures include one or more of the following:	• manufacturer guidelines (e.g. instructions, specifications or checklists) • industry operating procedures • workplace procedures (e.g. work instructions, operating procedures or checklists)
Equipment includes one or more of the following:	• gas monitoring equipment • water testing equipment • fire-fighting equipment • workplace first aid equipment • work platform and associated gear, including walkways
Communication methods include one or more of the following:	• verbal and non-verbal language • written instructions • signage • hand signals • listening • questioning to confirm understanding • appropriate worksite protocol

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Appropriate personnel includes one or more of the following:	• production workers • maintenance workers • supervisors and managers • other boiler operators • suppliers • colleagues
Records include one or more of the following:	• operating log books • maintenance records • records of faults and potential faults • isolation procedures • safe operating procedures • daily operating inspections • repairs carried out according to manufacturer recommendations and operating procedures • workplace record keeping requirements • details of any daily or periodic maintenance work • details of yearly programmed or additional maintenance work
Risk control measures include one or more of the following:	• barricades and controls • machine guarding • fall prevention • pedestrian controls • adequate illumination • noise controls • signage • PPE
PPE includes one or more of the following:	• thermally insulated gloves • hard hat protection • ear protection (muffs or plugs) • chemical resistant gloves and apron • respiratory devices • eye protection • working protective gloves • whole body fire-resistant clothing
Communication equipment includes one or more of the	• two-way radios • mobile phones

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following:

- intercoms
- landline telephones
- pagers
- satellite phones
- computers

Pre-start up checks include:

- testing warning lamps or visual warning indicators
- control panel checks
- checks of feedwater supply system
- fuel supply/heat source system
- operation and position of boiler valves
- combustion air supply system
- boiler water level
- essential fittings and gauges
- selection of PPE
- inspection and location of inspection and explosion doors (where applicable)
- identification of hazards and management of risks and maintenance problems
- fire-fighting equipment
- manufacturer recommendations and checklists
- relevant records and logs

Start-up includes:

- purge boiler furnace
- heat input
- warm-up reticulation system
- venting the boiler of air, where required
- steam traps and steam line purge system operations
- reticulation line pressure
- steam usage and supply

Maintenance includes:

- leaking steam pipe
- pressure gauge accuracy
- exposed electrical wiring
- defective illumination in the workplace
- leaking fuel pump gland
- leaks in high pressure feed line
- leaking gauge glass mounting
- leaking safety valve
- isolation procedures, hardware and equipment

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Faults include one or more of the following:

- abnormal operating conditions
- boiler tube failure
- feedwater supply and/or other major auxiliary loss
- wet steam
- high dissolved oxygen
- pH of water
- high conductivity
- actuator or valve mechanical or electrical fault/failure
- instrument failure
- steam leak

Diagnosed includes one or more of the following:

- senses, including:
  - audio
  - smell
  - touch
  - visual
- remote or local indicators and recorders
- computers and alarms, including:
  - visible
  - audible

Operating log includes:

- date and time of checking
- each check, examination and results
- printed and signed name of person who performed the checks
- date and time of any lockout or equipment malfunction
- results of tests on boiler or feedwater
- changes in operation

Valves and fittings include one or more of the following:

- safety valves
- gauge glasses
- main steam stop valve
- feedwater stop valve
- feed check valve
- blowdown valve
- steam side/line drain valves
- flame failure detection device
- water level controller

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- boiler steam pressure gauge

Monitored includes:

- water supply system
- checks of steam reticulation line pressure
- usage and supply of steam
- quality of steam
- combustion/heat source system and management
- feedwater system
- fuel system
- combustion air supply
- water level
- boiler steam pressure
- boiler and steam manifold valves (where fitted)
- soot blowers (where fitted)
- operation of control/safety devices, including control panels

Tested includes one or more of the following:

- response checks
- standby plant 'cut in' tests
- valve operating checks
- hydrostatic tests
- performance tests
- alarm and protection tests

Tests include one or more of the following:

- pH levels
- conductivity
- oxygen
- TDS
- hardness
- other contaminants

Chemicals include one or more of the following:

- oxygen scavenger
- feedwater additives
- other chemicals
- hardness
- condensate chemicals
- pH buffers

Handover includes:

- previous load requirements

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- maintenance issue, including equipment isolated for maintenance
- operational incidences
- read operating log
- general inspection of boiler to detect any defects
- accept responsibility of boiler
- noted equipment malfunctions
- required equipment tests

Emergencies include one or more of the following:

- tube failure
- loss of water level
- power failure
- inadequate housekeeping
- explosion
- fire
- bomb threat
- terrorism
- personal accidents
- chemical spills
- major steam leaks
- major water leaks and flooding
- natural disasters
- oil spills

Appropriate emergency response measures include one or more of the following:

- identification of emergency
- isolation of heat source
- selection and application of appropriate fire-fighting equipment and PPE
- notification of downstream users
- operation of boiler only when safe to do so
- notification of appropriate regulatory authorities, including Commonwealth, state, territory and boiler manufacturer

Shutdown includes:

- checks of water level
- cooling down process
- valve settings
- equipment isolation
- boiler pressure/vacuum
- fuel/heat source isolation in accordance with manufacturer recommendations

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- boiler post-purge

Storage mode includes:

- wet and dry storing
- open or closed position

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSABLIC001 Licence to operate a standard boiler.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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Assessment Requirements for MSMBLIC001 Licence to operate a standard boiler

Modification History

Release 1. Supersedes and is equivalent to MSABLIC001 Licence to operate a standard boiler.

Performance Evidence

Evidence of competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include demonstration of:

- following work instructions, SOPs and safe work practices
- complying with Commonwealth, state and territory work health and safety (WHS) legislation and regulations
- complying with Australian and industry standards, organisation workplace standards, policies and relevant codes of practice requirements at all times
- planning and preparing for work, including identifying potential hazards and implementing appropriate risk control measures
- identifying the type of standard boiler
- reading and interpreting maintenance records, operating logs and safety data sheets (SDS)
- conducting the appropriate pre-start up checks, including identifying all maintenance requirements and visual faults
- using appropriate tools, equipment and PPE in accordance with procedures
- completing all maintenance and rectification requirements in accordance with manufacturers' and workplace procedures, including recording/reporting requirements
- completing the start-up procedures and bringing the boiler online
- monitoring the boiler, including conducting relevant tests and activities and adjusting boiler water quality in accordance with procedures
- interpreting boiler operation tables and figures
- communicating handover of boiler status to appropriate personnel
- demonstrating emergency operating procedures
- identifying all boiler energy sources required to be isolated and made safe for maintenance, inspection and repairs
- applying boiler cleaning and storage techniques.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of PPE
- Commonwealth, state and territory WHS/OHS legislation and approved codes of practice relevant to standard boiler operation

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- Australian and industry standards relevant to standard boiler operation
- basic principles of heat transfer and thermodynamics in relation to boiler operations
- boiler steam equipment operating principles and operating methods
- types and characteristics of feedwater systems and treatment
- types and use of equipment and fittings for operation and maintenance of boilers
- function, purpose and operation of main steam stop valve
- boiler auxiliary equipment characteristics and capabilities
- essential fittings required where more than one boiler is installed (e.g. battery of boilers)
- processes for confirming operational status of a boiler
- workplace communication techniques and procedures
- responsibilities for checking and testing boilers
- location and inspection procedures and techniques for inspection and explosion doors
- steam and boiler hazards for cold start and handover
- hierarchy of risk control
- type and limitations of corrective action and/or adjustments that can be made in response to routine boiler operation problems and emergencies
- various harmful energy sources in boiler operation and the means to effectively isolate these energy sources and make them safe
- modes of boiler storage and procedures for storing boiler in open or closed condition
- SDS and safe chemical handling and storage methods for boiler operation and cleaning
- procedures for cleaning boilers internally and externally, as required
- procedures for recording, reporting and maintenance of workplace records and information.

Assessment Conditions

- Assessments must be conducted by an assessor accredited for this high risk work (HRW) licence class in the Commonwealth/state/territory where the licence will be obtained (i.e. an assessor authorised by a Commonwealth/state/territory WHS/OHS regulator).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and all assessments must be conducted in the English language.
- Where possible, assessment of performance should be undertaken in the workplace and/or under realistic workplace conditions that typically reflect:
  - the use of full-scale equipment
  - performing tasks/activities within timelines that would be expected in a workplace
  - standard and authorised work practices, safety requirements and environmental constraints.
- Where this is not possible or where personal safety, plant operation or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions that cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.

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- Accredited assessors are responsible for ensuring that candidates have access to all tools, equipment, PPE, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications.
- As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations (RTOs) current at the time of assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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MSMENV272 Participate in environmentally sustainable work practices

Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAENV272B Participate in environmentally sustainable work practices.

Application

This unit describes the skills and knowledge required to comply with environmental regulations, identify environment issues and minimise the risks of negative impact on work and carry out improvements in own work area.

This unit applies to operators and team members who are required to follow procedures to work in an environmentally sustainable manner.

This unit applies to all sectors of the manufacturing industry and members of its value chain. It may also be applied to all sections of an organisation, including office and warehouse. This unit will need to be contextualised for the industry sector, organisation and section.

This unit applies to an individual working alone or as part of a team and working in liaison with other shift team members and the control room operator, as appropriate.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must also be applied.

Pre-requisite Unit

Nil

Unit Sector

HSE

Elements and Performance Criteria

Elements	**Performance Criteria**
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	Performance Criteria
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify current resource use and environmental issues	1.1 Identify workplace environmental and resource efficiency issues 1.2 Identify resources used in own work role 1.3 Confirm current usage of resources
2. Comply with environmental regulations	2.1 Read and follow environmental policies and procedures to ensure compliance with federal, state/territory and local government laws, by-laws, regulations and mandated codes of practice, and codes and standards that the organisation applies voluntarily 2.2 Ask questions and seek clarification relating to environmental work requirements 2.3 Identify incidents, including breaches or potential breaches of environmental regulations and occurrences outside of standard procedures and report to appropriate personnel 2.4 Report environmental incidents using workplace forms and procedures
3. Seek opportunities to improve environmental practices and resource efficiency	3.1 Follow workplace procedures to improve environmental practices and resource efficiency 3.2 Make suggestions for improvements to environmental workplace practices and work plans

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAENV272B Participate in environmentally sustainable work practices.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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Assessment Requirements for MSMENV272 Participate in environmentally sustainable work practices

Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAENV272B Participate in environmentally sustainable work practices.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- followed environmental policies and identified potential breaches of environmental regulations and suggested improvements within the limit of own authority.
-

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- environmental sustainability issues relevant to organisation
- resource use and impact of inefficiencies associated with own work role
- environmental and resource efficiency policies and procedures for own work role
- environmental regulations and guidelines and their impact on own work role
- the environmental issues, hazards and risks associated with own work role
-

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - environmental regulations, guidelines and procedures
  - workplace incident reporting procedures and forms.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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MSMENV472 Implement and monitor environmentally sustainable work practices

Modification History

Release 1. Supersedes and is equivalent to MSAENV472B Implement and monitor environmentally sustainable work practices

Application

This unit of competency covers the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices, and to implement improvements and monitor their effectiveness.

This unit of competency applies to those who have responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools.

It includes identifying areas for improvement, developing plans to make improvements, and implementing and monitoring improvements in environmental performance.

This unit of competency applies to all sectors of the manufacturing industry and members of its value chain. It may also be applied to all sections of an organisation, including office and warehouse. This unit will need to be appropriately contextualised as it is applied across an organisation and across different industry sectors.

This unit of competency applies to an individual working alone or as part of a team/work group and working in liaison with other shift team members and the control room operator, as appropriate.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

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Competency Field

HSE

Unit Sector

Elements and Performance Criteria

Elements describe the essential outcomes		Performance criteria describe the performance needed to demonstrate achievement of the element	
1	**Investigate current practices in relation to resource usage**	1.1	Identify environmental regulations applying to the enterprise
		1.2	Assess procedures for assessing compliance with environmental regulations
		1.3	Collect information on environmental and resource efficiency systems and procedures and provide to the work group, as required
		1.4	Measure and record current resource usage by members of the work group
		1.5	Analyse and record current purchasing strategies
		1.6	Analyse current work processes to access information and data, and assist in identifying areas for improvement
2	**Set targets for improvements**	2.1	Seek input from stakeholders, key personnel and specialists
		2.2	Access external sources of information and data as required
		2.3	Evaluate alternative solutions to workplace environmental issues
		2.4	Set efficiency targets
3	**Implement performance**	3.1	Source and use techniques/tools to assist in achieving targets

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	improvement strategies	3.2	Apply continuous improvement strategies to own work area of responsibility, and communicate ideas and possible solutions to the work group and management
		3.3	Integrate environmental and resource efficiency improvement plans for own work group with other operational activities and implement them
		3.4	Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon them where appropriate
		3.5	Implement costing strategies to fully value environmental assets
4	**Monitor performance**	4.1	Document outcomes and communicate reports on targets to key personnel and stakeholders
		4.2	Evaluate strategies and environmental performance, including breaches or potential breaches of regulations and occurrences outside of standard procedure which may lead to lower environmental performance
		4.3	Set new targets and investigate and apply new tools and strategies
		4.4	Promote successful strategies and reward participants where possible

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

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Regulatory framework

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements
- *ISO 14001:2015 Environmental management systems*

Procedures

All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or more of the following:

- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant

Unit Mapping Information

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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Assessment Requirements for MSMENV472 Implement and monitor environmentally sustainable work practices

Modification History

Release 1. Supersedes and is equivalent to MSAENV472B Implement and monitor environmentally sustainable work practices

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and must include the ability to:

- investigate/analyse resource usage
- evaluate improvement alternatives and set targets
- implement improvements within the limit of own authority
- monitor the performance of improvements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- relevant environmental and resource efficiency issues, specific to industry practices, including:
  - contribution to climate change and other macro threats that can arise from materials and work processes used
  - regulated environmental issues
  - issues relevant to licencing conditions
- best practice environmental approaches relevant to own area of responsibility
- methods for measuring and calculating resource usage.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations
  - will typically include a supervisor/third-party report focusing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - will typically include the use of appropriate tools, equipment and documents

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  - may use industry-based simulation for all or part of the unit particularly where safety, lack of opportunity or significant cost is an issue.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment in a simulated environment should use evidence collected from one or more of:
  - walk-throughs
  - pilot plant operation
  - demonstration of skills
  - industry based case studies/scenarios
  - 'what ifs'.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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MSMOPS101 Make measurements

Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMOPS101A Make measurements

Application

This unit describes the skills and knowledge required to use physical and/or chemical measuring equipment to make or take routine measurements and keep records related to the measurements.

This unit applies to an individual working alone or as part of a team and working in liaison with other shift team members and the control room operator, as appropriate.

This unit applies to all routine measurements within manufacturing and similar environments.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must also be applied.

Pre-requisite Unit

Nil

Unit Sector

Operations

Elements and Performance Criteria

Elements	**Performance Criteria**
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify appropriate measurements	1.1 Select appropriate measuring equipment 1.2 Identify units of measurement to be used and the detail required 1.3 Check measuring equipment is in calibration
2. Perform and record	2.1 Identify and take account of relevant external factors

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Elements	Performance Criteria
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
measurements	2.2 Perform measurements using appropriate techniques 2.3 Compare measurements against the range of expected results 2.4 Self-check numerical information for accuracy and correctness 2.5 Record the result accurately in the appropriate format and level of detail
3. Respond to routine problems in accordance with procedures	3.1 Identify known problems that occur during the measurement 3.2 Identify and act on causes of routine problems 3.3 Log problems 3.4 Identify non-routine problems and report to appropriate personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAPMOPS101A Make measurements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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Assessment Requirements for MSMOPS101 Make measurements

Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMOPS101A Make measurements.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- performed and recorded at least 1 of the following workplace measurements:
  - extent
  - dimension
  - quantity
  - mass
  - capacity
  - capability
- responded to routine and non-routine measuring problems in accordance with organisation procedures
-

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- basic units of measurement, including
  - kilogram
  - metre
  - second
- types of measuring devices, including how, when and why they are used
- purpose of equipment calibration and methods of checking equipment is within calibration
- routine problems that may arise in the work environment and corrective action and reporting procedures appropriate to the problem cause.
-

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - measuring devices and equipment
  - calibration procedures

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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MSMSUP102 Communicate in the workplace

Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMSUP102A Communicate in the workplace.

Application

This unit describes the skills and knowledge required to receive, relay and record written and oral messages and to provide relevant information in response to requests within timelines.

This unit applies to personnel who are required to communicate clearly and accurately to record messages, seek clarification, access needed information, relay information to other people and complete workplace documentation.

This unit applies to all work environments.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must also be applied.

Pre-requisite Unit

Nil

Unit Sector

Support

Elements and Performance Criteria

Elements	**Performance Criteria**
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Receive and relay messages	1.1 Receive message and confirm understanding 1.2 Accurately record the message 1.3 Relay message accurately to appropriate person or section within designated timelines

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Elements	Performance Criteria
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Interpret messages	2.1 Clarify message if necessary 2.2 Take appropriate action 2.3 Respond to communication problems
3. Respond to request for information	3.1 Acknowledge the request for information and clarify understanding 3.2 Access information from appropriate sources 3.3 Relay information to appropriate person or section in a manner appropriate for the receiver
4. Complete workplace forms	4.1 Select appropriate form 4.2 Assemble information required for form 4.3 Complete workplace form 4.4 Submit workplace form

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAPMSUP102A Communicate in the workplace.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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Assessment Requirements for MSMSUP102 Communicate in the workplace

Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMSUP102A Communicate in the workplace.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- received, recorded and relayed messages, including:
  - listening attentively and asking questions to confirm understanding
- responded to at least one request for information in accordance with procedures, including:
  - using clear and concise language in both verbal and written communication
- completed workplace forms legibly and accurately

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- sources of information
- communication equipment
- organisation procedures, including:
  - telephone and communications protocols and/or procedures
  - documentation and record keeping
- types and meaning of workplace codes, numbers, symbols, signs and colours typically used in the work environment
- types, purpose and importance of workplace documentation
- workplace expectations for acceptable language and tone, including swearing, level of formality, courteousness and respect for diversity
- challenges in communicating with people from culturally and linguistically diverse (CALD) backgrounds in the workplace and possible strategies
- communication problems and corrective actions relevant to own role
-

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - workplace documentation and/or information
  - workplace forms.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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MSMSUP106 Work in a team

Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMSUP106A Work in a team.

Application

This unit describes the skills and knowledge required to organise own activities within a team to fit with work schedules and to meet operational guidelines.

This unit applies to team members who are required to use interpersonal and communication skills to plan, organise and complete their work activities according to instructions and with limited discretionary powers.

This unit applies to all work environments.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must also be applied.

Pre-requisite Unit

Nil

Unit Sector

Support

Elements and Performance Criteria

Elements	**Performance Criteria**
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify work activities	1.1 Identify task requirements of the team 1.2 Identify own tasks that are part of the team requirement 1.3 Prioritise team and individual activities as directed
2. Organise daily work	2.1 Break work activities down into small achievable components

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Elements	Performance Criteria
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
plan	2.2 Record activities as required by procedures 2.3 Seek assistance from other team members when difficulties in achieving allocated tasks arise
3. Participate in a team	3.1 Use communication and interpersonal skills to ensure effective teamwork 3.2 Acknowledge information and feedback provided by other team members in work group 3.3 Acknowledge team roles and support team members in achieving their role

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAPMSUP106A Work in a team.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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Assessment Requirements for MSMSUP106 Work in a team

Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMSUP106A Work in a team.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- participated in at least 1 work team to achieve allocated tasks
- used communication and interpersonal skills with:
  - team members
  - team leaders
  - supervisors.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- organisation procedures, including:
  - record keeping requirements
- own role in team and meeting team requirements and the role of other team members, team leaders and supervisors
- organisation work standards and how the team contributes to them
- interpersonal and communication techniques that promote effective teamwork including:
  - listening
  - questioning
  - paraphrasing
  - non-verbal communication
  - giving and receiving feedback.
  -

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies, as well as, using suitable facilities, equipment and resources.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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MSMSUP382 Provide coaching/mentoring in the workplace

Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed.

Release 1. Supersedes and is equivalent to MSAPMSUP382A Provide coaching/mentoring in the workplace.

Application

This unit describes the skills and knowledge required to establish and provide one-to-one coaching and/or mentoring in the workplace and evaluate its effectiveness.

This unit applies to senior operators, team leaders or personnel who have significant workplace experience and who are required to use interpersonal skills to provide coaching and mentoring within their area of expertise to assist an employee to identify and meet his/her development needs.

This unit applies to an individual working alone or as part of a team or group and working in liaison with other shift team members and the control room operator, as appropriate.

This unit applies to all work environments.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must also be applied.

Pre-requisite Unit

Nil

Unit Sector

Support

Elements and Performance Criteria

Elements	**Performance Criteria**
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish coaching or mentoring relationship	1.1 Identify areas for development in line with organisation and individual's requirements 1.2 Use effective communication styles to develop trust, confidence and

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Elements	Performance Criteria
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	rapport 1.3 Discuss and clarify expectations and goals 1.4 Agree together on how the relationship will be conducted 1.5 Seek input from other relevant personnel
2. Provide coaching or mentoring support	2.1 Assist the individual to identify and evaluate opportunities to achieve agreed goals and development activities 2.2 Share personal experiences and knowledge with the individual to assist in progress to agreed goals and development 2.3 Provide a supportive environment to allow the individual to develop towards the achievement of goals 2.4 Encourage the individual to make decisions and take responsibility for the courses of actions or solutions under consideration 2.5 Provide assistance and guidance in a manner which allows the individual to retain responsibility for achievement in their goals 2.6 Identify problems inhibiting the individual from achieving their goals and take appropriate action
3. Evaluate effectiveness of coaching or mentoring	3.1 Monitor the relationship and progress of the individual 3.2 Recognise and openly discuss changes in the coaching or mentoring relationship 3.3 Make adjustments to the relationship to take account of the needs of both the mentor or coach and the individual 3.4 Seek feedback from individual and other relevant personnel to identify and implement improvements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAPMSUP382A Provide coaching/mentoring in the workplace.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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Assessment Requirements for MSMSUP382 Provide coaching/mentoring in the workplace

Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed.

Release 1. Supersedes and is equivalent to MSAPMSUP382A Provide coaching/mentoring in the workplace.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- provided coaching or mentoring to at least 1 individual, including using interpersonal skills to:
  - build rapport, trust and respect with individual
  - facilitate identifying the individual's development goals
  - facilitate identifying solutions and actions
  - encourage and support the individual to develop towards the achievement of goals
  - assist the individual to make decisions about achieving goals
- evaluated outcomes of coaching process to ensure the individual is achieving goals.
-

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- types of interpersonal skills and application to coaching and mentoring, including:
  - building rapport, trust and respect
  - verbal and non-verbal communications
  - questioning, listening and reflecting
  - self-disclosure
  - giving and accepting feedback
  - establishing a safe environment for open communication
- relevance and application of skills development techniques, including:
  - one-on-one training using explanation and demonstration
  - use of supporting materials in written, visual or other format
  - facilitation and guidance of self-directed learning
  - identifying needs and setting goals
- sources of information for self-directed learning, including:

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  - networking
  - industry journals
  - internet
  - organisation knowledge, learning systems and databases
- relevant career paths and competency standards in the organisation.
- relationship issues requiring Agreement:
  - the amount of time involved for both parties
  - confidentiality of information
  - identification of development opportunities
  - development plan towards achieving goals
- problems that can inhibit the individual from achieving their goals:
  - interpersonal skills
  - communication skills
  - technical skills
  - foundation skills
  -

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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MSMSUP390 Use structured problem-solving tools

Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed.

Release 1. Supersedes and is equivalent to MSAPMSUP390A Use structured problem-solving tools.

Application

This unit describes the skills and knowledge required to use structured process improvement tools to solve process and other problems. It describes the broad application of in-depth and rigorous structured problem-solving techniques to identify opportunities for improvement.

This unit applies to experienced operators, team leaders, supervisors or people in similar roles who are required to identify improvements and/or solve problems beyond those associated directly with the process unit and/or equipment.

This unit applies to an individual working alone or as part of a team or group and working in liaison with other shift team members and the control room operator, as appropriate.

This unit of competency applies to all work environments.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Support

Elements and Performance Criteria

Elements	**Performance Criteria**
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify the problem	1.1 Identify variances from desired operating and/or output parameters and quality 1.2 Define the extent, cause and nature of the problem by observation

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Elements	Performance Criteria
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	and investigation 1.3 State and specify the problem clearly
2. Determine fundamental cause of problem	2.1 Select problem-solving tool appropriate to the problem and the context 2.2 Identify possible causes based on experience and the use of problem-solving tools and analytical techniques 2.3 Develop possible cause statements 2.4 Determine fundamental cause
3. Determine corrective action	3.1 Determine all possible options for resolution of the problem 3.2 Identify strengths and weaknesses of possible options 3.3 Determine corrective action to remove the problem and possible future causes 3.4 Develop implementation plans identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures 3.5 Develop recommendations for ongoing monitoring and testing
4. Communicate recommendations	4.1 Prepare report on recommendations 4.2 Present recommendations to appropriate personnel 4.3 Follow up recommendations

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAPMSUP390A Use structured problem-solving tools

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Assessment Requirements for MSMSUP390 Use structured problem-solving tools

Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed.

Release 1. Supersedes and is equivalent to MSAPMSUP390A Use structured problem-solving tools.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- identified at least 1 problem
- analysed problem using at least 1 analysis tool drawn from each of 2 different groups of tools (basic, visual, process, business and organisation specific)
- selected the preferred solution
- developed and used an implementation plan, that includes:
  - specific, measurable, achievable, relevant, timed (SMART) objectives
  - resource requirements
  - methods for reaching objectives
  - timelines
  - methods of checking and adjusting adherence to plan
- communicated effectively with other personnel.
-

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- relevant organisation procedures
- risks, risk assessment and controls relevant to problem being analysed
- targets and measures for output and quality
- types and application of problem-solving tools and analytical techniques
- relevant equipment and operational processes.
-

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies, as well as, using suitable facilities, equipment and resources.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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MSMWHS200 Work safely

Modification History

Release 3. Equivalent. Mapping information updated.

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMOHS200A Work safely.

Application

This unit describes the skills and knowledge required to apply workplace policies and procedures to maintain a safe work environment for self and others. This includes identifying work health and safety (WHS) hazards, assessing risk and following safety procedures in the workplace with minimal supervision.

This unit applies to an individual working alone or as part of a team or group and working in liaison with other shift team members and the control room operator, as appropriate.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must also be applied.

Pre-requisite Unit

Nil

Unit Sector

Work health and safety

Elements and Performance Criteria

Elements	**Performance Criteria**
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify hazards and assess risk	1.1 Identify hazards in the work area before and during work 1.2 Access and apply relevant safety data sheets (SDS) 1.3 Assess risks for the identified hazards

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Elements	**Performance Criteria**
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.4 Identify controls for these hazards from procedures 1.5 Review effectiveness of controls within the scope of authority 1.6 Identify and report remaining risk
2. Follow procedures for risk control	2.1 Control risks when working under minimal supervision by following workplace procedures 2.2 Follow safety signs and other safety indicators and zones 2.3 Select, use and maintain relevant personal protective equipment (PPE) 2.4 Handle and store items and materials relevant to job safely
3. Follow emergency procedures	3.1 Recognise emergency situations 3.2 Take appropriate initial emergency action 3.3 Follow procedures for dealing with a range of site or plant emergencies
4. Participate in the enhancement of safety	4.1 Raise WHS issues with designated personnel in accordance with workplace procedures and relevant requirements of WHS legislation 4.2 Contribute to participative arrangements for WHS management in the workplace within organisation procedures and the scope of responsibilities and competencies 4.3 Provide input to minimise hazards in work area in line with organisation WHS procedures 4.4 Provide input to opportunities for development of work group's competencies in relation to WHS 4.5 Support the implementation of procedures to control risks using the hierarchy of control and in accordance with organisation procedures 4.6 Report to appropriate people in accordance with workplace procedures when non-routine hazards arise
5. Work in accordance with WHS policies and procedures	5.1 Follow workplace procedures to achieve a safe working environment in accordance with all relevant WHS legislation, including codes of practice relating to hazards within the workplace or industry 5.2 Identify the duties, rights and obligations of employees and employers under the relevant WHS legislation 5.3 Complete hazard, accident or incident reports as required by workplace procedures

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Elements	Performance Criteria
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	5.4 Seek assistance with documentation and processes when needed

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAPMOHS200A Work safely

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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Assessment Requirements for MSMWHS200 Work safely

Modification History

Release 3. Equivalent. Mapping information updated.

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMOHS200A Work safely.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- identified hazards relevant to work area and followed procedures to:
  - assess risks associated with the hazards
  - identify and apply standard controls
  - check that controls are in place and operational.
  -

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- organisational work health and safety (WHS) procedures, including procedures for reporting WHS problems and corrective actions
- duties, rights and obligations of employees and employers under the relevant WHS legislation as they relate to the job role
- hazards that may arise in the work environment, including:
  - their possible causes
  - potential consequences
  - appropriate risk controls
- hierarchy of control
- types and application of personal protective equipment (PPE)
- hazard and emergency signs, labels and alarms
- appropriate responses to non-standard situations.
-

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

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- use of suitable facilities, equipment and resources, including:
  - WHS procedures, incident reporting documentation and safety data sheets (SDS).
  - personal protective equipment (PPE)

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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MSMWHS503 Maintain WHS management system

Modification History

Release 1. Supersedes and is equivalent to MSAPMOHS503A Maintain the workplace OHS management system

Application

This unit of competency covers the skills and knowledge required to maintain and improve an established work health and safety (WHS) management system.

The WHS management system will already have been developed by persons with the relevant specialist knowledge and skills.

This unit of competency applies to personnel with a specialised responsibility for maintaining the WHS management system. Depending on the organisation this might be an owner, manager, team leader, WHS officer/manager, a technician with particular WHS responsibilities, or someone in a similar role. The competency applies within the area of managerial responsibility, which may be an entire organisation or department of an organisation.

The work will be carried out with the support of other team members.

Management must be aware that, while employees have WHS responsibilities, line managers are ultimately responsible, under both WHS legislation and common law duty of care, for the safety of the workplace, including ensuring that employees comply with documented work procedures. This legislation includes general WHS legislation as well as that for hazardous substances, dangerous goods and major hazard sites.

No other licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Work health and safety

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Unit Sector

Elements and Performance Criteria

Elements describe the essential outcomes		Performance criteria describe the performance needed to demonstrate achievement of the element	
1	Manage WHS information in the workplace	1.1	Take action to ensure that requirements for WHS record keeping and reporting are implemented according to workplace procedures and legislative requirements
		1.2	Access sources of WHS information and evaluate for application to the workplace
		1.3	Collect and collate data and information to provide information to managers and stakeholders on WHS requirements, trends and risk controls
2	Support implementation of WHS management system	2.1	Determine WHS priorities in consultation with appropriate managers and stakeholders
		2.2	Identify WHS training needs for implementation and maintenance of the WHS management system
		2.3	Develop action plans taking account of priorities and training needs
		2.4	Monitor achievement of action plans and update plans accordingly
3	Support WHS participative arrangements	3.1	Ensure WHS information and documentation is understandable and accessible to all
		3.2	Promptly address WHS issues that may arise within area of authority or refer to appropriate person
		3.3	Provide information about the outcomes of WHS consultation in a manner that is accessible to all
4	Collect data to evaluate currency of WHS	4.1	Identify, in consultation with stakeholders and, as required expert advisors, internal data and information that provides relevant and reliable information on the

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	management system		performance of the WHS management system
		4.2	Conduct workplace inspections on a regular basis.
		4.3	Identify workplace WHS implications of any changes to legislation
		4.4	Identify any WHS implications to proposed changes to the workplace
		4.5	Take action to arrange a WHS management system audit
5	Analyse data and information to identify areas for improvement	5.1	Assess compliance of WHS management system with WHS legislation
		5.2	Analyse information collected to identify areas for improvement.
		5.3	Consult with stakeholders, key personnel and, as required, WHS advisors
		5.4	Document and communicate outcomes of analysis to key personnel and stakeholders in an easily understood format
		5.5	Recognise limits of own expertise and seek appropriate advice
6	Initiate and maintain improvements	6.1	Determine priorities for WHS in consultation with stakeholders
		6.2	Develop a WHS plan with responsibilities and timeframes and validate the plan with stakeholders
		6.3	Identify and source resources required for implementation of plan
		6.4	Monitor achievement against plan
		6.5	Monitor effectiveness of modifications to WHS management system on an ongoing basis incorporating feedback from stakeholders

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Regulatory framework

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements

All operations to which this unit applies are subject to stringent health, safety and environment (HSE) requirements, which may be imposed through state/territory or federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

Procedures

All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or more of the following:

- emergency procedures
- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant

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WHS records WHS records include one or more of the following:

- hazard and incident reports
- logs/logs sheets
- inspection/start-up/shutdown checklists
- injury reports
- maintenance records

WHS information sources WHS information sources include one or more of the following:

- WHS legislation, codes of practice and Australian and International standards
- WHS regulators
- Safe Work Australia Guides
- industry bodies
- internet sites, journals and newsletters
- manufacturer manuals
- material safety data sheets (MSDS) and registers
- organisation WHS policies and procedures
- internal risk assessments, job safety analyses (JSAs) and workplace inspections
- internal hazard and incident reports

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSAPMOHS503A Maintain the workplace OHS management system

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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Assessment Requirements for MSMWHS503 Maintain WHS management system

Modification History

Release 1. Supersedes and is equivalent to MSAPMOHS503A Maintain the workplace OHS management system

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to:

- communicate using appropriate style and format for a range of stakeholders to:
  - evaluate the WHS management system
  - provide information on the effectiveness of the WHS management system in minimising risk
  - identify, plan, implement and monitor improvements
  - convey WHS and other complex/technical information
  - consult and seek input/feedback
  - interact with the workforce to maintain the process that comprise the WHS management system
- analyse WHS data to identify areas for improvement
- create and manage documentation, including:
  - WHS records
  - minutes of meetings and consultations
  - workplace inspection checklists, audits and reports
- write clearly and unambiguously, including:
  - reports
  - policies and procedures
  - WHS information
- develop WHS management system improvement plans
- apply a quality improvement process to implement and monitor improvements
- identify WHS training needs.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job sufficient to fulfil their job role, including:

- WHS responsibilities of employers, employees, supervisors and contractors, including duty of care responsibilities

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- regulatory requirements for WHS information and consultation and processes and arrangements to meet these obligations
- regulatory requirements for WHS record keeping and reporting
- regulatory requirements for training and licensing relevant to WHS
- elements of a WHS management system and principles and practices of effective WHS management and risk control
- barriers to implementation of WHS, including language and literacy, cultural diversity of workforce and workplace culture in relation to WHS
- sources and types if information that provide realistic information on the performance of the WHS management system
- techniques for analysing WHS data, including simple statistical analysis and graphing of trends
- types of internal and external change that may impact on WHS and WHS compliance
- audit and inspection processes.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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MSS402010 Manage the impact of change on own work

Modification History

Release 1. Supersedes and is equivalent to MSS402010A Manage the impact of change on own work

Application

This unit of competency covers the skills and knowledge required by an individual to effectively manage the changes in their own work resulting from their organisation's implementation of competitive systems and practices.

This unit applies to an individual in an organisation implementing competitive systems and practices that affect the individual's own work. The unit includes the skills required to positively participate in ongoing and continuous change as it affects their work. The individual will be expected to deal with these changes as part of a team and to give feedback from their own perspective.

This unit requires the application of skills associated with problem solving, planning and organising and self-management for assessing and managing the impact of change on own work. This unit also requires the ability to seek information and feedback from team members on the impact of changes and suggested improvements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Examine the impact of change on own work practices**	1.1	Identify competitive systems and practices relevant to changes in own work.
		1.2	Examine changes to work flow.
		1.3	Examine changes to equipment/process/physical environment.
		1.4	Examine changes to work relationship with team members and other teams.
		1.5	Examine changes to data collection needs.
		1.6	Examine changed work for impacts on health, safety and environment (HSE).
		1.7	Examine changes to quality requirements.
		1.8	Identify any additional individual skill needs.
		1.9	Identify other areas requiring assistance.
2	**Implement change**	2.1	Review changes which may have an adverse impact with team leader.
		2.2	Adopt changes to individual work practice.
		2.3	Seek assistance in gathering/processing data, as required.
		2.4	Implement the data collection/processing and take actions on resulting information in accordance with procedures.
		2.5	Seek assistance/training to meet needs caused by change.
3	**Implement continuous improvement**	3.1	Critically examine all changes.
		3.2	Identify impacts of changes both up and down the immediate value stream.

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3.3 Identify areas for improvement.

3.4 Make recommendations for improvement in accordance with procedures.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:	• lean operations • agile operations • preventative and predictive maintenance approaches • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree.
Impact of change	• elements being undertaken individually or as part of a team

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may include one or more of:	• seeking assistance from team leaders for areas outside the employee's range of responsibility and authority.
Procedures (written, verbal, visual, computer based, etc.) include one or more of:	• work instructions • standard operating procedures (SOPs) • safe work method statements • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant.
Gathering and monitoring performance data include one or more of:	• manual gathering by individual employees through charts, tally sheets or keypad/board entry • automatic collection through software, such as SCADA software, ERP systems, MRP and proprietary systems.
Continuous improvement (kaizen) includes evaluation of one or more of:	• time required • resources used • resultant quality • other aspects relevant to the process.
Stages where value stream actions may occur include one or more of:	• sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402010A Manage the impact of change on own work

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS402010 Manage the impact of change on own work

Modification History

Release 1. Supersedes and is equivalent to MSS402010A Manage the impact of change on own work

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for one (1) or more changes, to:

- identify competitive systems and practices used in their own workplace
- identify change and its impact on own work practices in relation to implementation of competitive systems and practices
- adopt change and seek any required assistance
- identify areas for improvement.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision:

- features of common competitive systems and practices in use in own workplace
- sources of data on the process/plant
- methods of determining own skill needs
- health, safety and environment (HSE) principles relevant to own job
- change implementation contacts and procedures
- employee assistance mechanisms within organisation.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focusing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include evidence of responding to change in own workplace

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    - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations. Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including, relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
    - relevant VET or other qualification/Statement of Attainment AND/OR
    - relevant workplace experience
- Currency can be demonstrated through:
    - performing the competency being assessed as part of current employment OR
    - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS402031 Interpret product costs in terms of customer requirements

Modification History

Release 1. Supersedes and is equivalent to MSS402031A Interpret product costs in terms of customer requirements.

Release 2. Unit code in Application updated. Equivalent outcome.

Application

This unit of competency covers the skills and knowledge required by an individual to be able to identify the major cost components of either products or processes, the basic relationship of these to customer benefit, and use this to help minimise waste (defined as anything not delivering value as defined by the customer). It has a different focus to *MSS402082 Apply cost factors to work practices*, which focuses on costs in isolation, whereas this unit regards all costs not directly leading to customer benefit as waste.

This unit applies to an individual who uses their understanding of the customer's requirements of the product or process being undertaken as the basis for investigating work processes to identify waste sources and then takes action relevant to their level of competency and authority to reduce this waste. It requires an understanding of both the cost factors in the products they make and also the benefits which the customer derives from the product.

This competency may be performed individually or in a team-based environment.

This unit requires the application of skills associated with analysis and problem solving to identify waste and determine ways to minimise waste. This unit requires initiative and enterprise and application of learning in concepts of waste and waste minimisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Identify cost components deriving from customer benefit and other costs**	1.1	Identify customer features/benefits in product or process being undertaken.
		1.2	Identify cost components which deliver customer features/benefits and those which do not.
2	**Compare required performance of product or process steps with actual performance**	2.1	Identify performance required to meet customer needs in own work and that of team.
		2.2	Identify actual performance.
		2.3	Compare cost components of products or process with current customer-related targets.
		2.4	Separate costs components into those that contribute to customer features/benefits and those that do not.
		2.5	Determine non-contributing cost components which are under control of the individual or team.
3	**Minimise waste**	3.1	Recommend changes to eliminate or reduce waste.
		3.2	Adopt changes which minimises waste.
		3.3	Monitor effect of changes to ensure gains are made against customer features/benefits.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect

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performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just In Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

Customer features/ benefits include all of:

- characteristics of the product or service which the customer perceives as meeting their need
- characteristics of the product or service which the customer perceives as adding value
- financial or features items which the customer perceives and a benefit.

Performance includes all of:

- takt - the allowable time to produce one product at the rate and quality customers are demanding it
- the rate of output of the plant compared to the takt time.

Customer-related targets includes all of:

- internally set financial targets that contribute to meeting customer features/benefits
- operational targets that contribute to meeting customer features/benefits
- other targets that contribute to meeting customer features/benefits.

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Contributing cost components include all of:	• costs that make a direct contribution to customer features/benefits. • costs that need to be incurred (although they may be minimised) in order to gain the customer feature/benefit.
Non-contributing cost components include all of:	• costs that do not contribute to customer features/benefits • costs that must be maintained, such as regulatory compliance costs which do not contribute to customer features and so should be minimised • costs that neither contribute to customer features/benefits nor must be maintained (muda) and so should be eliminated if possible.
Muda (waste) includes all of:	• any activity which does not contribute to customer or organisation benefit/features in the product • activities which do not yield any benefit to the organisation or any benefit to the organisation's customers • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402031A Interpret product costs in terms of customer requirements

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS402031 Interpret product costs in terms of customer requirements

Modification History

Release 1. Supersedes and is equivalent to MSS402031A Interpret product costs in terms of customer requirements.

Release 2. Unit code in Application updated. Equivalent outcome.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, on **one (1)** or more occasions to recommend muda reduction related to their workplace, and to:

- identify and distinguish between cost components leading to customer benefit or otherwise
- take steps to minimise muda in their workplace.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- contributions towards customer perceived benefit
- concepts of expense, income and capital
- fixed and variable cost components relevant to own work:
  - power/energy
  - materials, plant and equipment
  - production or process time, including impact of salary and wages
  - office expenses
  - government taxes and charges
- relative impact of each of these
- financial and non-financial impacts of cost reductions
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:

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  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real project in an operational workplace.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS402051 Apply quality standards

Modification History

Release 2. Mapping updated to include superseded unit (not equivalent to LMTGN2002B Apply quality standards)

Release 1. Supersedes and is equivalent to MSS402051A Apply quality standards

Application

This unit of competency covers the skills and knowledge required to apply quality standards to work operations in an organisation. The unit is designed to complement competitive systems and practices units.

This unit applies to an individual who is expected to take responsibility for the quality of their own work, and to take actions specified in the procedures and within the scope of their job and authority to ensure that quality standards are met.

This unit requires the application of skills associated with interpreting and applying workplace standards and identifying and addressing problems that interfere with quality outcomes. The unit requires initiative, enterprise and self-management to ensure quality standards are achieved.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Assess own work**	1.1	Continuously check completed work against workplace standards relevant to the operation being undertaken.
		1.2	Demonstrate an understanding of how the work activities and completed work relate to the next production process or processes and to the final products or services concerned.
		1.3	Identify and isolate faulty components, products or processes.
		1.4	Record and/or report faults and any identified causes to the supervisor concerned, where required, in accordance with workplace procedures.
2	**Assess quality of received components, parts or materials**	2.1	Continuously measure/check received components, parts, materials, information, service or final products against workplace standards and specifications for conformance.
		2.2	Demonstrate an understanding of how the received components, parts or materials, information or service relate to the current operation and how they contribute to the final quality of the product or service.
		2.3	Identify and isolate faulty components, parts, materials or information that relate to the operator's work.
		2.4	Record and/or report faults and any identified causes in accordance with workplace procedures.
		2.5	Identify causes of any identified faults and take corrective action as specified in workplace procedures.
3	**Investigate causes of quality deviations**	3.1	Record information on quality and other indicators of process performance.
		3.2	Investigate and report causes of deviations from specified quality standards for components.
		3.3	Recommend suitable preventative action based on workplace quality standards and the identified causes of deviations from specified quality standards of materials.

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just in Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

Quality parameters include one or more of:

- finish
- size
- durability
- product or process variations
- materials

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- alignment
- colour
- damage and imperfections
- time
- is complete/contains all required information/data
- complies to template
- uses the correct styles and formats.

Quality checks include one or more of:

- visual inspection
- physical measurements
- chemical tests
- checks against patterns, templates, styles, formats and guides
- processing time.

Materials include one or more of:

- physical raw materials
- orders, forms and other documentation
- services required for undertaking an operation (e.g. power, water, compressed air and fuel).

Procedures (written, verbal, visual, computer based, etc) include one or more of:

- work instructions
- standard operating procedures (SOPs)
- safe work method statements
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant.

Indicators of production performance include one or more of:

- number of items/production rate
- delays and causes of delays (where known)
- other information as specified in the procedures.

Data entry/recording includes one or more of:

- keyboard
- written (including ticks or signs)
- verbal.

Sources of information/ documents include one

- quality and Australian Standards and procedures
- work instructions, patterns, designs and recipes

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or more of:	• organisation work procedures • manufacturer instructions for materials and equipment • organisational or external personnel • customer requirements.
Investigate and report requires following set procedures which include one or more of:	• verbal instructions • documented procedures • other quality procedures as implemented within an organisation or work environment.

Workplace context includes one or more of:	• work organisation procedures and practices relating to the manufacture and quality outcomes for products
	• conditions of service, legislation and industrial agreements, including:
	  • workplace agreements and awards
	  • federal or state/territory legislation
	  • standard work practice.

Reporting/communication includes one or more of:	• verbal and written communication in accordance with organisational policies and procedures • oral, written or visual communication, including simple data.
Being responsible for the maintenance of own work quality includes one or more of	• contributing to the quality improvement of team or section output, where necessary, in accordance with workplace procedures • following safety, environmental, housekeeping and quality procedures as specified by materials/machine/equipment manufacturers, regulatory authorities and the organisation.
Applicable regulations and legislation include one or more of	• work health and safety (WHS) legislation relevant to workplace activities • workers compensation legislation.

Unit Mapping Information

Release 2. Mapping updated to include supersedes and not equivalent to LMTGN2002B Apply quality standards

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Release 1. Supersedes and is equivalent to MSS402051A Apply quality standards

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS402051 Apply quality standards

Modification History

Release 2. Mapping updated to include superseded unit (not equivalent to LMTGN2002B Apply quality standards)

Release 1. Supersedes and is equivalent to MSS402051A Apply quality standards

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for one (1) or more products/processes, to:

- check and measure relevant quality parameters
- interpret results of quality checks in terms of specifications, patterns and work standards
- take required action where standards of materials, component parts, final product or work processes are found to be unacceptable
- maintain accurate records.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- relevant quality standards, policies and procedures
- relevant production processes, materials and products
- relevant measurement techniques and quality checking procedures
- reporting procedures.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include the application of quality standards to own workplace

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    - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations. Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
    - relevant VET or other qualification/Statement of Attainment AND/OR
    - relevant workplace experience
- Currency can be demonstrated through:
    - performing the competency being assessed as part of current employment OR
    - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS402080 Undertake root cause analysis

Modification History

Release 1. Supersedes and is equivalent to MSS402080A Undertake root cause analysis

Application

This unit of competency covers the skills and knowledge required to undertake root cause analysis (RCA). This unit also covers the competencies needed by operators to contribute to an advanced maintenance strategy using RCA coupled with diagrams and charts.

This unit applies to individuals working in an organisation that is applying competitive systems and practices strategies. The unit applies to the formal problem solving to root cause that the individual must undertake in their own work area or where the individual contributes to problem solving to root cause as part of a team.

This unit requires an ability to seek and apply information from a variety of sources in order to inform RCAs. Initiative and enterprise is also required to identify quick fix and permanent solutions to problems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Recognise problems**	1.1	Identify features or occurrences indicative of a problem.
		1.2	Use appropriate tools, techniques and charts to define the problem.
2	**Implement quick fix**	2.1	Recommend a quick fix within the scope of competency and authority.
		2.2	Use technology or processes relevant to the problem to implement quick fix.
3	**Determine root cause**	3.1	Identify a range of possible causes.
		3.2	Gather data and other information to eliminate or confirm possible causes.
		3.3	Use available data and information to link causes and effects.
		3.4	Seek assistance to obtain additional information if problem is beyond own competency/authority.
		3.5	Identify root cause.
4	**Develop permanent solution**	4.1	Identify a range of methods to eliminate the root cause or break the cause tree.
		4.2	Select the most appropriate solution.
		4.3	Liaise with relevant people.
		4.4	Recommend or implement solution within the limits of competency and authority.
		4.5	Monitor impact of solution and make further recommendations, as required.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just in Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

Problems include one or more of:

- variation to normal plant or equipment operation
- unplanned or non-conforming process or operations outcomes
- out of specification products
- excess scrap
- accidents and emergencies
- regulatory breaches
- customer returns and complaints
- reduction or loss of sales.

Techniques/charts include one or more

- control charts
- Pareto charts

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of:

- run charts
- flow charts
- cause and effect diagrams
- tree diagrams
- 5 Whys analysis
- organisation specified/mandated methods.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402080A Undertake root cause analysis

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS402080 Undertake root cause analysis

Modification History

Release 1. Supersedes and is equivalent to MSS402080A Undertake root cause analysis

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for one (1) or more problems, to:

- undertake problem identification
- use appropriate processes to achieve root cause identification
- recommend solutions and implementation procedures to problems within own area
- monitor implementation of solutions.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- methodology of root cause analysis, including:
  - difference between quick fix and root cause elimination
  - breaking of causal tree
- indicators of problems and variances to normal operation
- relevant analysis tools (e.g. Pareto charts, 5 Whys).

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include a root cause analysis in own workplace
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.

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- Assessment should occur in operational workplace situations.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSTCL1001 Produce a simple garment

Modification History

Release 1. Supersedes and is equivalent to LMTCL1001B Produce a simple garment

Application

This unit of competency covers the skills and knowledge to assemble garment components using a domestic machine and operation techniques.

The unit of competency applies to selecting fabrics, laying up pattern pieces, and cutting and assembling garments in a non-commercial environment.

This unit of competency is designed for particular application in a highly supervised environment and is suitable for selection in vocational education and training (VET) in schools programs or where access to volume production and commercial machines and processes are not an option.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to produce a simple garment**	2.1	Select pattern according to size and style required
		2.2	Select fabric to suit purpose and design of garment
		2.3	Determine sequencing of garment assembly operations according to pattern requirements
		2.4	Calculate fabric amount according to fabric width, pattern size and pattern requirements and document
		2.5	Prepare workstation, tools and equipment
3	**Prepare components**	3.1	Lay out pattern pieces and pin or tack to make best use of fabric length and to match fabric pattern, nap and weave
		3.2	Cut fabric according to seam allowances and pattern markings
		3.3	Check cut pattern pieces against garment requirements and fabric characteristics, and make any required corrections
		3.4	Lay out garment components according to sequence of assembly operations
4	**Assemble garment components**	4.1	Sew components according to workplace procedures, garment requirements and accepted quality standards
		4.2	Control machine speed and work handling for type of sewing operations, fabrics and garment complexity
		4.3	Check garment for correct fit and assembly quality
		4.4	Sew components according to workplace procedures,

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			garment requirements and accepted quality standards
5	**Complete work**	5.1	Complete any required hand sewing according to pattern requirements and accepted standards of sewing quality
		5.2	Inspect sewn garment, identify any faults and take appropriate action to ensure it meets quality standards and pattern requirements
		5.3	Press garment according to fabric requirements and garment construction details
		5.4	Record outcome

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE requirements
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Simple garment includes one or more of the following:	• accessories • straight seamed, draw string skirt • t-shirt • smock dress • headwear • other garments that require a small range of sewing techniques using domestic machines
Prepare workstation tools and equipment includes the following:	• setting up workbench and seating according to WHS practices • cleaning and checking machine to ensure correct operation • setting up and adjusting machine according to specifications • checking needles, attachments and parts • identifying, reporting and replacing worn needles or parts • regularly checking performance of machine for signs of faulty operation • taking required action according to defined procedures to address faults • identifying and preparing other equipment for production
Fabric includes one or more of the following:	• a range of fabric types, including cottons, woollens, synthetics, velvets, lace, stretch and single knits • single and multi-directional prints • interfacings and linings
Patterns include one or more of the following:	• commercially available patterns • stock patterns • individually drafted patterns
Pattern markings include:	• notches • darts
Components include one or more of the following:	• sleeves • waistbands (straight or shaped)

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	• collars • cuffs • plackets • facings (neck and armhole) • binds • zips (dress, skirt, trouser and invisible) • buttons and buttonholes • hems (double fold, rolled, blind and stitched hem)
Machines include the following:	• domestic sewing machine • overlocker
Set-up includes the following:	• correct thread, needle size and type, needle guard, tension setting and attachments
Other equipment includes one or more of the following:	• pins • scissors • needle and thread • marker or chalk
Sewing operations include:	• positioning, feeding and handling of work pieces involving contouring, stopping or handling skills required to accommodate fabric variations • gathering, easing and tucking
Hand sewing includes one or more of the following:	• attaching buttons and other closures • attaching embellishments, such as beading, trims and badges • hemming and overstitching • embroidery

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL1001B Produce a simple garment

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL1001 Produce a simple garment

Modification History

Release 1. Supersedes and is equivalent to LMTCL1001B Produce a simple garment

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- preparing workstation, materials, tools and equipment
- interpreting commercially produced patterns to select appropriate fabric length and type
- laying up pattern piece and pinning or tacking to make best use of fabric length and to match fabric pattern, nap and weave
- cutting fabric according to seam allowances and pattern markings
- operating domestic sewing or overlocking machines to sew components to produce at least two (2) simple garments, according to workplace procedures, garment requirements and accepted quality standards
- completing any required hand sewing according to pattern requirements and accepted standards of sewing quality
- inspecting sewn garment, identifying any faults and taking appropriate action to ensure it meets quality standards and pattern requirements
- pressing garment according to fabric requirements and garment construction details
- recording outcome.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- techniques in using and maintaining domestic sewing machine and overlocker
- commercial pattern instructions and markings
- characteristics of a range of fabrics, including lace, woven and knitted fabrics and threads, such as denim, single knits, tricot and gabardine
- quality standards and practices
- sizing requirements
- sequence of operations for garment assembly
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in producing a simple garment, at least to the level being assessed, with relevant industry knowledge and experience.
- Where possible assessment must occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL2001 Use a sewing machine

Modification History

Release 1. Supersedes and is equivalent to LMTCL2001B Use a sewing machine

Application

This unit of competency covers the skills and knowledge required to use a sewing machine to align and sew work pieces.

The unit of competency applies to sewing techniques where the positioning of the work is controlled by guide bars, sensor lights or other such guiding devices, or where there is uncomplicated feeding of the fabric.

Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to use sewing machine**	2.1	Receive work pieces, check specification sheets and plan follow-up action
		2.2	Check that the bundle matches ticket information and that previous operations, such as pressing and cutting, have been successfully completed
		2.3	Lay out work pieces in sequence
		2.4	Set up workbench and seating according to workplace procedures
		2.5	Clean, check, set up and adjust machines according to specifications for work
		2.6	Identify poor machine performance and adjust as required
3	**Sew work pieces**	3.1	Sew pieces according to product requirements and quality standards
		3.2	Use machine according to requirements for speed of work
		3.3	Control machine speed and work handling according to type of operations, fabrics and product type
4	**Assess quality of sewn pieces**	4.1	Inspect sewn pieces against quality standards
		4.2	Identify any faults or pieces that do not meet quality standards and report
		4.3	Record results of quality inspection

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4.4 Complete production records or packing slips as required

4.5 Direct work to next operation or packing section

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Machines include:

Automatic machines used to perform basic machining tasks where feeding and positioning of fabric is guided by the machine, including one or more of the following:

- plain lockstitch machine

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	• three thread overlocker • zigzag sewing machine
Fabrics include one or more of the following	• stable woven and knitted fabrics, such as cotton drill, calico, double knit, rugby knit and poplin
Set-up includes the following:	• ensuring correct thread, needle size and type, needle guard, tension setting and attachments
Identify poor machine performance includes the following:	• identifying worn or damaged parts, and reporting or replacing according to manufacturer specifications • identifying tension faults • identifying poor thread performance or incorrect thread selection • identifying incorrect foot or needle for sewing • identifying impact of poor machine performance on sewing • checking and replacing worn or damaged needles and attachments (feet)
Sewing operations include the following:	• aligning and sewing straight seams • joining flat pieces of stable fabric together • top stitch, edge stitch, open seams, closed seams and lapped seams

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL2001B Use a sewing machine

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL2001 Use a sewing machine

Modification History

Release 1. Supersedes and is equivalent to LMTCL2001B Use a sewing machine

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- checking work against ticket information or specification sheets
- preparing workstation tools and equipment
- performing basic machining tasks where feeding and positioning of fabric is guided by the machine, using at least two (2) different fabrics, to sew at least one (1) sample of each of the following operations:
  - aligning and sewing straight seams
  - joining flat pieces of stable fabric together
  - top stitch, edge stitch, open seams, closed seams and lapped seams
- sewing and doing routine maintenance on at least one (1) of the following machines:
  - plain lockstitch machine
  - three thread overlocker
  - zigzag machine
- inspecting completed work to check quality and production output requirements, and identifying and correcting faults
- recording results of quality inspection and completing production records or packing slips as required.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- garment assembly processes and machines where the positioning of the work may be controlled by guide bars, sensor lights or other such guiding devices, or where there is uncomplicated feeding of the fabric
- techniques in using and maintaining one or more automatic machines:
  - plain lockstitch machine
  - three thread overlocker
  - zigzag machine
- characteristics of stable woven and knitted fabrics and threads, such as cotton drill, calico, double knit, rugby knit and poplin

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- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in using a sewing machine, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL2002 Provide hand sewing and finishing support

Modification History

Release 1. Supersedes and is equivalent to LMTCL2002B Provide hand sewing and finishing support

Application

This unit of competency covers the skills and knowledge required to conduct support tasks to assist in the production of garments or other associated articles.

The unit of competency applies to activities associated with production support such as hand sewing and finishing activities performed under supervision.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare work pieces and workstation**	2.1	Set up workbench and seating according to workplace procedures
		2.2	Identify work requirements and clarify as required
		2.3	Prepare work pieces
3	**Perform hand sewing tasks**	3.1	Conduct hand sewing tasks according to workplace standards
		3.2	Submit work to supervisor for quality checking
4	**Perform finishing tasks**	4.1	Perform finishing tasks according to workplace direction
		4.2	Check work for compliance with quality standards and job specifications
		4.3	Submit work for final quality checking.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

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Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Hand sewing tasks include two or more of the following:	• sewing on buttons • sewing hems • sewing on fasteners or hooks • sewing on labels and tags
Finishing tasks include two or more of the following:	• sorting • attaching tickets and labels • ironing on transfers • cutting loose threads • checking quality of product against specifications

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL2002B Provide hand sewing and finishing support

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL2002 Provide hand sewing and finishing support

Modification History

Release 1. Supersedes and is equivalent to LMTCL2002B Provide hand sewing and finishing support

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- clarifying work requirements
- performing hand sewing tasks for at least two (2) garments or articles to workplace standards
- performing finishing tasks to at least two (2) garments or articles to workplace standards
- checking work complies with quality standards and job specifications
- submitting work for final quality checking.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- hand sewing techniques
- finishing techniques
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in hand sewing and finishing, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL2003 Perform basic maintenance of headwear

Modification History

Release 1. Supersedes and is equivalent to LMTCL2018B Perform basic maintenance of headwear

Application

This unit of competency covers the skills and knowledge to perform basic maintenance of headwear.

The unit of competency applies to activities associated with the restoration, maintenance and alteration of headwear, including cleaning or refinishing.

Work may be conducted under some supervision in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Perform basic maintenance of headwear**	2.1	Assess condition of headwear and confirm instructions for maintenance
		2.2	Clarify instructions or specifications
		2.3	Develop sequence of practical steps to perform maintenance or repair
		2.4	Clean or refinish and check headwear to ensure work meets quality standards
		2.5	Record and report non-conformance or faults
		2.6	Maintain accurate maintenance records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for

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	maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Basic maintenance of headwear includes one or more of the following:	• basic restoration • basic alteration • standard repair processes • refinishing processes • cleaning of headwear • basic repairs

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL2018B Perform basic maintenance of headwear

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL2003 Perform basic maintenance of headwear

Modification History

Release 1. Supersedes and is equivalent to LMTCL2018B Perform basic maintenance of headwear

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- assessing condition of headwear, confirming instructions for maintenance and clarifying instructions or specifications
- developing sequence of practical steps
- applying a range of methods related to maintaining or repairing headwear
- operating machines and equipment, including heat and steam equipment
- cleaning or refinishing at least three (3) different examples of headwear with different styles or fabrics
- checking to ensure work meets quality standards
- recording and reporting non-conformance or faults
- maintaining accurate maintenance records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry and product processes and equipment
- characteristics of headwear fibres, fabrics and other materials
- basic alteration techniques
- maintenance and repair processes, such as:
  - basic restoration
  - basic alteration
  - standard repair processes
  - refinishing processes
  - cleaning of headwear
  - basic repairs

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- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in maintaining headwear, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTCL2004 Sew components

Modification History

Release 1. Supersedes and is equivalent to LMTCL2004B Sew components

Application

This unit of competency covers the skills and knowledge required to undertake sewing to assemble and sew garment components or textile products using one or more machines for intermediate sewing operations. Operations include feeding and handling of work involving directional changes, contouring or critical stopping points or requiring feeding and handling skills because of fabric or material variation.

The unit of competency applies to sewing work using a machine such as a plain lockstitch sewing machine, a three, four or five thread overlocker, a blind hemming machine or a zigzag sewing machine.

Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTCL2001 Use a sewing machine

Competency Field

Clothing production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to sew components**	2.1	Prepare to use sewing machine
		2.2	Check needles, attachments and parts, and identify worn needles and parts, and report or replace, according to manufacturer instructions
		2.3	Receive work and check that the bundle matches ticket information and that previous operations have been successfully completed
3	**Sew components**	3.1	Complete required sewing operations to sew work pieces using machine according to specifications and workplace procedures
		3.2	Regularly check performance of machine for signs of faulty operation, including evidence from inspection of finished pieces
		3.3	Take required action to address poor performance
4	**Review and complete work**	4.1	Inspect sewn components or textile products, identify any faults, take appropriate action and check finished pieces against quality standards
		4.2	Record results of inspection of finished component
		4.3	Record action taken to either reject or correct faulty components

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4.4	Record preventative action taken to avoid recurrence of defective pieces
4.5	Complete production records or packing slips
4.6	Direct completed work to next operation or packing section

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • personal protective equipment (PPE) • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Prepare to use sewing machine	• receive work pieces, check specification sheets and plan follow-up action

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includes the following:	• lay out work pieces in sequence • set up workbench and seating according to workplace procedures • clean, check, set up and adjust machines according to specifications for work • identify poor machine performance and adjust as required •
Sew work pieces includes the following:	• sew pieces according to product requirements and quality standards • use machine according to requirements for speed of work • control machine speed and work handling according to type of operations, fabrics and product type •
Fabrics include the following:	• woven and knitted fabrics, such as denim, single knits, tricot and gabardine
Components include one or more of the following:	• sleeves • waistbands (straight or shaped) • collars • cuffs • plackets • facings (neck and armhole) • binds • zips (dress, skirt, trouser and invisible) • buttons and buttonholes • pockets (cut away, patch and in seam)
Textile products include one or more of the following:	• finished textile products • components of textile products • faulty textile products
Machines include one or more of the following:	• plain lockstitch sewing machine • three, four or five thread overlocker • zigzag sewing machine • blind hemming machines
Set-up includes the following:	• correct thread • needle size and type: a variety of size and types, such as standard and ball point • needle guard

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	• tension setting • attachments
Sewing operations include the following:	• sewing techniques where the positioning, feeding and handling of work pieces involves discretionary changes, contouring or critical stopping points • sewing techniques involving the special handling skills required to accommodate fabric variations • gathering, easing, tucking and stitching curves • hems (double fold, rolled, blind and stitched hem) • darts and pleats

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL2004B Sew components

Links

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Assessment Requirements for MSTCL2004 Sew components

Modification History

Release 1. Supersedes and is equivalent to LMTCL2004B Sew components

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing workstation and work before commencing sewing operations
- demonstrating intermediate sewing techniques using one (1) or more fabrics to sew at least five (5) different garment or textile components
- completing at least five (5) examples of the following operations:
  - feeding and handling work involving directional changes, contouring or critical stopping points
  - feeding and handling skills required because of fabric or material variation
- sewing and doing routine maintenance on at least one (1) of the following machines:
  - three, four and five thread overlocker
  - zigzag machine
  - blind hemming machine
  - plain lockstitch sewing machine
- inspecting sewn components or textile products, identifying any faults, taking appropriate action and checking finished pieces against quality standards
- recording results of inspections to identify faulty components and preventative action
- completing production records or packing slips and directing completed work to next operation or packing section, according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian standards
- characteristics of woven and knitted fabrics, such as denim, single knits, tricot and gabardine
- range of components:
  - sleeves
  - waistbands (straight or shaped)

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    - collars
    - cuffs
    - plackets
    - facings (neck and armhole)
    - binds
    - zips (dress, skirt, trouser and invisible)
    - buttons and buttonholes
    - pockets (cut away, patch and in seam)
- work for sewing, such as:
    - pieces of material or fabric components
    - yarns and threads
    - finished textile products
    - components of textile products
    - faulty textile products
    - labels and tickets
    - finishing components and accessories
    - fusing or pressing station
- machine operation and maintenance
- quality standards and practices
- sequence of operations
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in sewing components, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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MSTCL2005 Use specialised machinery or processes to assist TCF production

Modification History

Release 1. Supersedes:

- LMTCL2005B Use specialised machinery or processes to assist assembly production
- LMTTX2014B Use specialised machinery to assist textile production

Not equivalent

Application

This unit of competency covers the skills and knowledge required to use specialised machinery to assist in assembly production and completion of garments textiles and other textile products.

The unit of competency applies to the skills needed to operate production machinery which is not covered by other textile, clothing or footwear (TCF) production units, such as cutting, button holing, stud, fusing or gluing or backing machines, and others.

It does not include:

- materials handling equipment, such as forklifts
- machines for weaving, spinning, knitting, tufting, creeling, dyeing, packing, folding and finishing operations
- the set-up or maintenance of machinery where such tasks are normally performed by textile mechanics, fitters or electricians.

The unit of competency applies to work that may be repetitive and require a limited range of operations. Tasks may be pre-set and the operator must be able to work accurately to achieve required specifications.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to use specialised machinery**	2.1	Prepare work area and check work against ticket information or workplace specifications
		2.2	Lay out work pieces or materials in sequence
		2.3	Prepare ancillary work according to workplace procedures and set up machine or process
		2.4	Prepare and adjust specialised machine according to the specifications for the work
		2.5	Report and record any problems
3	**Operate specialised**	3.1	Operate specialised machine to complete production tasks according to workplace procedures

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	machine	3.2	Assess work to check it complies with quality standards and production specifications
		3.3	Check machine during production and adjust to ensure optimum performance
		3.4	Perform routine checks and carry out minor maintenance according to workplace procedures
4	**Complete work**	4.1	Assess production outputs to check work complies with quality standards, production specifications and workplace procedures
		4.2	Identify, report and record any machine or production faults
		4.3	Despatch completed items to next operation
		4.4	Report outcomes or complete documentation, as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality

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	improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Prepare to use specialised machines includes the following:	• receive work pieces, check specification sheets and plan follow-up action • lay out work pieces in sequence • set up workbench and seating according to workplace procedures • perform routine minor maintenance according to manufacturer specifications • report and record any problems
Equipment includes one or more of the following:	• moulding machine • fusing machine • gluing machine • ticket or label printer • button holing machine • stud machine • fusing or gluing or backing machine • labelling machine • bevelling machine • cutting machine • cuff turner and fuser • pocket setting machine
Production tasks include one or more of the following:	• cutting • gluing • fusing • moulding • making tickets or labels • bundling cut work • placing tickets and labels with cut work • loading and unloading machines

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Unit Mapping Information

Release 1. Supersedes:

- LMTCL2005B Use specialised machinery or processes to assist assembly production
- LMTTX2014B Use specialised machinery to assist textile production

Not equivalent

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL2005 Use specialised machinery or processes to assist TCF production

Modification History

Release 1. Supersedes:

- LMTCL2005B Use specialised machinery or processes to assist assembly production
- LMTTX2014B Use specialised machinery to assist textile production

Not equivalent

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing workstation and work before commencing operations
- checking work against job specifications and workplace standards
- operating one (1) or more specialised machines to assist textile, clothing and footwear (TCF) production on at least two (2) occasions
- applying machine operation techniques according to machine specifications and workplace requirements to complete work
- carrying out minor machine maintenance according to workplace procedures
- assessing production outputs to check work complies with quality standards and production specifications
- identifying, reporting and recording any machine or production faults
- applying workplace procedures
- providing oral or written reports according to workplace requirements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- specialised machinery, such as:
  - moulding machine
  - fusing machine
  - gluing machine
  - ticket or label printer
  - button holing machine

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  - cuff turner and fuser
  - pocket setting
  - button sewer
- operating and routine maintenance procedures for specialised machines
- characteristics of textiles, fabrics, threads and other materials used in TCF operations and product assembly
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in using specialised machinery or processes to assist assembly production, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL2006 Press work

Modification History

Release 1. Supersedes and is equivalent to LMTCL2006B Press work

Application

This unit of competency covers the skills and knowledge required to press work as part of the garment production process.

The unit of competency applies to pressing work where the position and handling of work are under the control of the operator and operator skills may contribute to the final appearance and finish of the work. The operator uses skills in positioning and shaping of the garment which makes a significant contribution to the final appearance of the garment.

Work to be pressed may include stable woven and knitted natural and synthetic fabrics.

Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to press work**	2.1	Set up work area according to workplace procedures
		2.2	Clean and check pressing equipment
		2.3	Perform routine minor maintenance
		2.4	Collect or receive work, check quality and determine any follow-up action
3	**Press work**	3.1	Lay out work in correct proximity and sequence
		3.2	Identify faults, spots and marks and take appropriate action
		3.3	Select and use appropriate attachments
		3.4	Sequence pressing
		3.5	Position work on pressing equipment according to product requirement
		3.6	Apply heat, steam, vacuum, pressure and time according to product requirements and fabric specifications
		3.7	Control equipment and work handling for variations in work type and construction and pressing requirements
		3.8	Position and shape the garment to contribute to the final appearance

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4	**Despatch pressed work**	4.1	Inspect pressed work and compare against workplace pressing standards
		4.2	Record results of inspection and report and record subsequent action to either reject or correct faulty work
		4.3	Determine and record preventative action to avoid any recurrence of faulty work
		4.4	Pass pressed work to next operation, or hang or pack it and direct to required despatch area, despatch storage or packing sections

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- personal protective equipment (PPE)
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are

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current at the time this unit is being undertaken

Fabrics include one or more of the following:	• woven cottons • denim • single knits • tricot • gabardine • cotton drill • calico • double knit • rugby knit • poplin
Pressing equipment includes one or more of the following:	• irons • presses • industrial steam irons • suction boards • sleeve board • sleeve roll
Routine minor maintenance includes one or more of the following:	• washing out or replacing cover and padding • shaking out rubber mat • brushing and air blowing wire mesh • applying sole-cleaning compounds to hand irons
Report and record includes one or more of the following:	• written records • shown by the attachment of a ticket • oral or written reports

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL2006B Press work

Links

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Assessment Requirements for MSTCL2006 Press work

Modification History

Release 1. Supersedes and is equivalent to LMTCL2006B Press work

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- checking work against work specification or pressing instructions
- preparing pressing equipment and work before commencing pressing operations
- applying pressing techniques for positioning and shaping of the garment, for a range of different fabric types and at least two (2) work pieces according to workplace procedures and quality requirements
- controlling equipment and handling work for variations in work type and construction and pressing requirement, including positioning and shaping the garment to contribute to the final appearance
- inspecting pressed work and comparing against workplace pressing standards
- recording results of inspection, reporting and recording subsequent action to either reject or correct faulty work
- determining and recording preventative action to avoid any recurrence of faulty work
- finalising pressing operation for storage, packing or despatch operations, according to workplace requirements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- pressing requirements and characteristics of typical fabrics and other materials used in garment assembly
- sewing techniques, such as pleats, tucks, gathers, darts and hems, and how pressing impacts on the finish
- quality standards and practices
- workplace practices
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in pressing work, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTCL2007 Lay up, mark and cut uncomplicated fabrics and lays

Modification History

Release 1. Supersedes and is equivalent to LMTCL2007B Lay up, mark and cut uncomplicated fabrics and lays

Application

This unit of competency covers the skills and knowledge required to lay up, mark and cut uncomplicated fabrics and lays.

The unit of competency applies to situations where single garments or only a couple of layers of fabric are to be cut. The marker may be developed directly on the fabric lay or planned separately and applied.

Manual or computer-aided techniques may be used.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to cut fabrics and lays**	2.1	Set up working area
		2.2	Interpret lay-up instructions for uncomplicated articles
		2.3	Collect and check fabric
		2.4	Interpret cutting order for marking requirements, such as fabric type, width, quantity and garment sizes
3	**Draft and position lay marker**	3.1	Collect required pattern pieces and check manually or by computer
		3.2	Manipulate pattern pieces and position manually on paper or by computer for most efficient fabric use
		3.3	Draw up lay marker manually or by computer
		3.4	Prepare lay-up instructions according to requirements
		3.5	Check marker against requirements and copy marker either manually or digitally by computer, camera or smartphone
		3.6	Place marker on lay, check marker and lay alignment, and take appropriate action according to job specifications
4	**Cut lay and complete work**	4.1	Cut lay using cutting equipment according to operation requirements
		4.2	Monitor work quality and check for faults

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4.3 Direct cut work to next operation, clean work area and prepare for next job

4.4 Store master copy of lay marker in filing drawer or computer as appropriate

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Uncomplicated articles include one or more of the following:

- t-shirts
- straight or A-line skirts
- shift dresses
- tracksuits

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- section crowns
- brims
- tips
- side bands
- berets

Cutting equipment includes one or more of the following:

- dressmaker's shears
- cutting mats
- straight-blade cutter

Lay-up and marking equipment includes one or more of the following:

- computers and required software
- digital camera
- smartphone
- patterns
- fabric
- marker card or paper
- weights
- clamps

Fabrics include one or more of the following:

- woven fabrics, such as:
  - poplin
  - drill
  - flannelette
- knitted fabrics, such as:
  - rugby knit
  - double knit
- designs such as:
  - stripes
  - one-way designs
  - plaids

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL2007B Lay up, mark and cut uncomplicated fabrics and lays

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Links

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Assessment Requirements for MSTCL2007 Lay up, mark and cut uncomplicated fabrics and lays

Modification History

Release 1. Supersedes and is equivalent to LMTCL2007B Lay up, mark and cut uncomplicated fabrics and lays

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- checking work against work specification or cutting order
- setting up manual or computer drafting equipment before commencement of marker-making operations
- making markers involving patterns, uncomplicated fabrics and lays, using manual or computer techniques on at least two (2) occasions
- preparing cutting table and work before commencing cutting operations
- using lay-up techniques
- using cutting techniques
- monitoring work quality and checking for faults
- directing cut work to next operation, cleaning work area and preparing for next job
- storing master copy of lay marker in filing drawer or computer as appropriate.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- set up of work area:
  - setting up workstation, cutting table and seating according to workplace procedures and specifications for work
  - cleaning cutting equipment, checking and assessing servicing according to manufacturer instructions
  - preparing cutting table to suit correct lay length
  - setting up lay-up and marking equipment and preparing for use
- characteristics of fabrics and other materials used in garment assembly, such as woven fabrics (poplin, drill, flannelette) and knitted fabrics (rugby knit, double knit)
- assessing fabric:

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  - checking fabric width and quality with lay-up instructions
  - laying-up fabric and adjusting fabric tension to match fabric performance
  - checking fabric for faults
  - taking required action to cut out faults or other appropriate techniques
- pattern identification
- computer operations involved in marker-making, copying and storage
- quality standards and practices:
  - inspecting cut work
  - identifying any faults
  - taking appropriate action to ensure cut pieces meet required quality standards
  - taking preventative action to avoid any recurrence of defective pieces
  - recording preventative action
  - regularly checking performance of cutting equipment for signs of faulty operation, including evidence from inspection of cut pieces, and taking any required action
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in laying up, marking and cutting uncomplicated fabrics and lays, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL2008 Finish garment production

Modification History

Release 1. Supersedes and is equivalent to LMTCL2008B Finish garment production

Application

This unit of competency covers the skills and knowledge required to finish completed work in the production of garments or other associated articles.

The unit of competency applies to hand or machine tasks. Work performed may require some decision making within defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare workstation**	2.1	Set up workbench and seating according to safety standards and workplace procedures
		2.2	Lay out components in proximity and sequence according to specifications
3	**Finish work**	3.1	Perform finishing operations according to customer specifications
		3.2	Check garment or article against specifications to ensure correct sizing and attention to loose threads and missing buttons and attachments
		3.3	Identify and report faults, and return to appropriate section for repair according to quality standards
		3.4	Complete production and other records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

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Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Components include one or more of the following:	• tags • trims • garments • buttons • fasteners • labels • belt and button loops
Finishing operations include one or more of the following:	• trimming loose threads • checking • spotting • sorting • hand or machine sewing buttons or fasteners • hand or machine sewing hems • securing lining • sewing and cutting buttonholes • attaching accessories or trims • attaching tickets and labels • bundling

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL2008B Finish garment production

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Links

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Assessment Requirements for MSTCL2008 Finish garment production

Modification History

Release 1. Supersedes and is equivalent to LMTCL2008B Finish garment production

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing work area, materials and equipment, and specifications for sequence of operations
- checking garment or article against specifications to ensure correct sizing and attention to loose threads, and missing buttons and attachments on at least two (2) occasions
- attaching correct components to at least two (2) garments and articles
- completing finishing operations
- ensuring finished garment meets specifications
- identifying and reporting faults, and returning to appropriate section for repair according to quality standards
- completing production and other records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- characteristics of typical fabrics and other materials used in garment production
- quality standards and practices
- correct sequencing of components
- required finishing procedures
- industry and product processes and equipment
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in finishing garment production, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTCL2009 Despatch work

Modification History

Release 1. Supersedes and is equivalent to LMTCL2009B Despatch work

Application

This unit of competency covers the skills and knowledge required to prepare finished works for despatch to customers or storage.

The unit of competency includes labelling and packing of items and completion of documentation.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare workstation**	2.1	Set up workbench and seating according to workplace procedures
		2.2	Lay out components in correct proximity and sequence according to specifications
3	**Package work**	3.1	Check garment or article against specifications to ensure item is correct and ready for despatch
		3.2	Attach tickets, labels and swing tags as required
		3.3	Perform boxing, packing, bagging, folding and hanging in accordance with environmental guidelines
		3.4	Identify faults, report and return to appropriate section for repair according to quality standards
4	**Despatch completed work**	4.1	Direct or transfer completed garments or articles to required storage or despatch area
		4.2	Complete production and other records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of

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the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Components include one or more of the following:	• tags • swing tickets • labels • completed garments • packaging materials • coat hangers • tape • plastic clothes covers
Specifications include one or more of the following:	• construction specifications • quality standards • customer order • despatch documentation

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL2009B Despatch work

Links

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Assessment Requirements for MSTCL2009 Despatch work

Modification History

Release 1. Supersedes and is equivalent to LMTCL2009B Despatch work

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- ensuring finished garment meets specifications
- attaching correct components to garments and articles
- preparing and packaging items for despatch or storage according to requirements, on at least two (2) occasions
- identifying faults and reporting and returning to appropriate section for repair according to quality standards
- directing or transferring completed garments or articles to required storage or despatch area according to workplace procedures
- completing production and other records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- quality standards and practices
- correct sequencing of components
- required packing and despatch procedures
- folding techniques
- industry and product processes and equipment
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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  - have vocational competency in despatching work, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTCL2010 Modify patterns to create basic styles

Modification History

Release 1. Supersedes and is equivalent to LMTCL2010B Modify patterns to create basic styles

Application

This unit of competency covers the skills and knowledge required to modify patterns to create basic styles.

The unit of competency applies to the modification of existing styled patterns to create new styles with minimal modification.

Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to modify patterns**	2.1	Identify pattern pieces, markings and required style modifications
		2.2	Check pattern components against pattern specification sheet
		2.3	Confirm garment requirements
		2.4	Identify fabric performance characteristics that may affect style modifications
		2.5	Select and prepare patternmaking tools and equipment
		2.6	Prepare basic sketch of required modification
3	**Modify and finalise pattern**	3.1	Apply basic patternmaking principles to make modifications on identified pattern pieces
		3.2	Cut modified pattern pieces and check for accuracy
		3.3	Label pattern pieces, including grain lines, notches and pattern information
		3.4	Prepare cutting instructions

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Style modifications include one or more of the following:

- changing neckline
- adding opening or closure
- lengthening or shortening
- adding flat seaming
- applying pockets and flaps

Modify pattern includes one or more of the following:

- appropriate seam allowance
- ease allowance
- notching
- pattern information (size, style number, cutting instructions and identity)
- darts
- drill holes
- grain line
- cutting line
- stitching line

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL2010B Modify patterns to create basic styles

Links

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Assessment Requirements for MSTCL2010 Modify patterns to create basic styles

Modification History

Release 1. Supersedes and is equivalent to LMTCL2010B Modify patterns to create basic styles

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- identifying pattern pieces, markings and required style modifications, and checking pattern components against pattern specification
- drawing at least two (2) basic sketches of pattern modifications
- identifying, selecting and using appropriate tools and equipment for patternmaking
- identifying fabric requirements and characteristics
- using basic patternmaking principles to make modifications of relevant pattern pieces for at least two (2) different style patterns
- cutting out and labelling pattern pieces accurately with all required markings
- checking pattern pieces for accuracy
- preparing cutting instructions.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- patternmaking and design terminology
- basic patternmaking principles:
  - dart manipulation
  - square blocking
- pattern specification:
  - number of pattern pieces
  - style details
  - fabric swatches
  - trade sketch
  - special pattern information

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    - cutting instructions
- pattern markings:
    - notches
    - straight of grain
    - seam lines
    - drill holes
    - darts
    - cutting instructions
    - style number
    - size
- style features
- fabric performance characteristics
- sequence of operations
- checking accuracy of modification:
    - seam allowances
    - ease allowance
    - seam match
    - hems
    - functional openings
- fabric performance characteristics
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in modifying patterns to create basic styles, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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MSTCL2011 Draw and interpret a basic sketch

Modification History

Release 1. Supersedes and is equivalent to LMTCL2011B Draw and interpret a basic sketch

Application

This unit of competency covers the skills and knowledge required to draw and interpret a two-dimensional sketch of a garment, and to identify construction features.

The unit of competency applies to interpreting and drawing basic trade sketches used by patternmakers and designers. Basic sketches or working drawings are two-dimensional, accurate drawings and may be drawn freehand or with the use of measuring devices and templates.

Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to draw a basic sketch**	2.1	Prepare drawing tools, equipment and workstation
		2.2	Identify basic styles and pattern pieces
		2.3	Identify and follow specifications and use correct terminology to identify garment components
3	**Draw sketches**	3.1	Select appropriate template to draw a sketch and draw accurate lines as required to complete sketch of garment
		3.2	Complete freehand sketches to correctly represent pattern pieces of garment
		3.3	Identify and label relevant parts of sketch
4	**Interpret sketch and complete work**	4.1	Identify features of design from sketch
		4.2	Interpret specifications, where used, from sketch
		4.3	Check work against quality standards
		4.4	Carry out any changes or adjustments to sketch as required.
		4.5	Complete documentation relating to sketch according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Pattern pieces include one or more of the following:	• any components of the basic styles that need to be clarified, such as: • waistbands • pockets • skirt front and back • sleeves
Templates include one or more of the following:	• front and back full body view (ladies', men's and children's) • upper torso or lower torso • swimwear or lingerie
Lines on pattern include the following:	• straight • angled • curved • pointed • circled

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL2011B Draw and interpret a basic sketch

Links

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Assessment Requirements for MSTCL2011 Draw and interpret a basic sketch

Modification History

Release 1. Supersedes and is equivalent to LMTCL2011B Draw and interpret a basic sketch

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standard
- preparing workstation, tools and equipment
- identifying basic styles, pattern pieces and components of identified garment
- using at least two (2) different appropriate templates to draw a sketch and draw accurate lines as required to complete sketch
- completing a freehand sketch to correctly represent required pattern pieces, garment or style
- identifying and labelling relevant parts of sketch
- showing accurate details of at least three (3) pattern pieces and garment construction
- applying quality criteria in completion of sketch
- conveying all necessary instructions/information by the appropriate use of notes on the sketch
- completing documentation relating to sketch according to workplace procedures.
-

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- characteristics of fabrics used for garment construction
- basic pattern styles:
  - straight and A-line skirt
  - shift dress
  - blouse
  - pants
  - trousers
- features of design:

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    - pattern pieces
    - construction requirements
    - garment style
- basic pattern shapes
- drawing tools and equipment:
    - A3 layout pad
    - pencils with HB leads
    - pencil sharpener
    - kneadable eraser
    - templates
- sequence of operations
- quality criteria:
    - proportion
    - perspective
    - symmetry and balance
    - fabric performance
    - detailing
    - neatness
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in drawing and interpreting a basic sketch, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTCL2012 Organise and plan own work in a home-based production environment

Modification History

Release 1. Supersedes and is equivalent to LMTCL2012B Organise and plan own work in a home-based production environment

Application

This unit of competency covers the skills and knowledge required to organise and plan own work in a home-based production environment.

The unit of competency applies to machine operations, such as sewing, where responsibility is taken for collection and despatch, quality and timely production and documentation.

Work is conducted according to defined procedures in a home-based or outside a factory environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to organise home-based production**	2.1	Identify and contact relevant personnel in client organisation
		2.2	Confirm drop-off and pick-up arrangements with relevant personnel
		2.3	Identify timelines and work requirements, and confirm steps required to complete work with appropriate personnel
		2.4	Confirm and interpret quality requirements of client organisation and assess work according to agreed steps and quality criteria
		2.5	Check work against specifications and quality standards and take action to rectify work that is not according to requirements
3	**Set up home-based workplace**	3.1	Set up workbench and seating according to workplace procedures
		3.2	Clean, check, set up and adjust machines according to standard home-based work practices and all specifications
		3.3	Identify problems with machines and equipment and either fix or refer to maintenance personnel
		3.4	Establish home-based work record system according to standard home-based work practice and relevant industrial award.
		3.5	Keep records according to record system requirements.

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Personnel in client organisation include one or more of the following:	• production manager • pattern maker • delivery personnel • finance personnel • designer

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL2012B Organise and plan own work in a home-based production environment

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Links

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Assessment Requirements for MSTCL2012 Organise and plan own work in a home-based production environment

Modification History

Release 1. Supersedes and is equivalent to LMTCL2012B Organise and plan own work in a home-based production environment

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- clarifying and confirming drop-off and pick-up arrangements for work
- handling, receiving and assembling garments
- confirming and interpreting work specifications and quality requirements
- applying required quality procedures and required work steps
- organising home-based workplace and maintaining home-based machines and equipment
- establishing home-based work record system according to standard home-based work practice and relevant industrial award
- keeping records according to record system requirements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- garment assembly processes
- operating procedures for sewing machines
- relevant personnel and requirements of client organisation
- characteristics of typical fabrics, threads and other materials used in garment production
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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- have vocational competency in organising and planning own work in a home-based environment, at least to the level being assessed, with relevant industry knowledge and experience.

- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTCL2013 Block and shape headwear by machine

Modification History

Release 1. Supersedes and is equivalent to LMTCL2013B Block and shape headwear by machine

Application

This unit of competency covers the skills and knowledge required to perform blocking and shaping of headwear by machine.

The unit of competency applies to the production of headwear from specialist millinery foundation materials and standard textile products in a commercial environment where multiple units of styles are produced. It includes selecting the block where applicable.

Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to block headwear**	2.1	Interpret design specification and confirm blocking and shaping requirements
		2.2	Select materials required for design.
		2.3	Assemble selected materials in readiness for shaping hat
3	**Block headwear**	3.1	Select block, where necessary, to suit design and ensure correct application
		3.2	Prepare fibre/materials for blocking process
		3.3	Set up machine and equipment to meet requirements
		3.4	Process by steam
		3.5	Assess blocking using appropriate machine according to manufacturer specifications and workplace procedures
		3.6	Identify and rectify non-conforming outcomes
		3.7	Document process and outcomes according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Machines include one or more of the following:

- hat blocking press
- cord
- steam applicator
- hot block
- hat stretcher
- cutting tools

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL2013B Block and shape headwear by machine

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL2013 Block and shape headwear by machine

Modification History

Release 1. Supersedes and is equivalent to LMTCL2013B Block and shape headwear by machine

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting design specifications
- preparing and handling materials
- manipulating materials to produce required shapes for at least two (2) types of headwear
- using blocks according to specifications
- operating machines or equipment used in shaping headwear
- recognising and rectifying non-conforming outcomes
- documenting process and outcomes according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry and product processes and equipment
- textiles and millinery foundation materials and their composition, and the effects of temperature and steam
- the stretch quality of fabrics
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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    - have vocational competency in blocking and shaping headwear by machine, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL2014 Access and use information resources for clothing production operations

Modification History

Release 1. Supersedes and is equivalent to LMTCL2017B Access and use information resources for clothing production operations

Application

This unit of competency covers the skills and knowledge required to access and use information resources for clothing production operations.

The unit of competency applies to the identifying and using relevant industry information that may be used to assist in carrying out clothing production work activities.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 **Identify and**	1.1 Identify information needs and confirm with appropriate

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	locate clothing production information resources		personnel
		1.2	Identify and locate workplace information resources to assist in clothing production operations
		1.3	Seek direction from appropriate personnel, where required, in locating and obtaining information
		1.4	Check currency and authenticity of information resources
2	**Access and interpret clothing production information**	2.1	Use a range of reading techniques and simple search techniques to locate relevant information
		2.2	Interpret symbols, codes, legends, abbreviations and clothing production terminology
		2.3	Interpret working drawings to guide work
		2.4	Read, interpret and follow information on work specifications, standard operating procedures (SOPs), work instructions and other reference material
		2.5	Seek assistance to explain or clarify information, as required
		2.6	Note information and summarise, if necessary, for subsequent use
3	**Use and store information resources**	3.1	Use information resources to assist and improve clothing production operations
		3.2	Apply information to own work activities
		3.3	Store relevant information resources appropriately
		3.4	Update and maintain documentation to ensure it is current and easy to access

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Information resources include one or more of the following:

- SOPs
- safety procedures
- job lists
- manufacturer manuals
- specifications
- patterns
- machine settings
- Australian and International Standards
- quality system documentation
- customer requirements
- workplace procedures and manuals
- industry manuals
- codes of practice
- awards
- legislation
- plans

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	• diagrams • log books • working drawings • hard and soft copy • key personnel, supervisors, trainers and colleagues
Location of information resources includes one or more of the following:	• reference libraries • workplace storage areas • internet • database records • site supervisor • manager or other personnel
Working drawings include the following:	• trade drawings • accurate analytical drawings of garments that are detailed to show how the garment is constructed and finished • sketches used by designers and patternmakers to inform production - part of specification sheets

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL2017B Access and use information resources for clothing production operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL2014 Access and use information resources for clothing production operations

Modification History

Release 1. Supersedes and is equivalent to LMTCL2017B Access and use information resources for clothing production operations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standard
- locating and accessing at least three (3) different sources of information relevant to clothing production
- accessing at least five (5) different information resources and applying the information to own work
- interpreting clothing production terminology, symbols, codes, legend, abbreviations and data relevant to work requirements for at least two (2) different clothing production operations
- interpreting at least two (2) working drawings to guide work
- reading, interpreting and following information on work specifications, SOPs, work instructions for at least two (2) garments
- applying skimming and scanning reading techniques to locate required information
- seeking assistance and making notes if required
- storing, updating and maintaining relevant information resources and documentation to ensure it is current and easy to access.
-

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- information resources available in the workplace relevant to wok role
- range of formats that information can be presented
- organisation of information by classification and cataloguing systems
- simple search techniques:
  - using index, table of contents, numbering and classification systems
  - computer database search or look-up, questioning and cross referencing

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    - basic techniques to identify relevant information, including skimming and scanning, and identifying key words/ideas
- own work role and activities
- operating procedures for production machines or processes
- expertise of key personnel
- location of information resources
- quality standards and practices
- reading techniques
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in accessing and using information resources for clothing production, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL2015 Finish headwear

Modification History

Release 1. Supersedes and is equivalent to LMTCL2015B Finish headwear

Application

This unit of competency covers the skills and knowledge required to perform the tasks associated with finishing of headwear and related articles, and involves final inspection.

Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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	1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
	1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2 **Finish headwear**	2.1	Confirm requirements for finishing headwear to meet standards
	2.2	Label headwear and attach elastic
	2.3	Use tools and equipment according to specifications and workplace procedures
	2.4	Finish headwear for presentation by brushing, steaming or pressing
	2.5	Assess final inspection of headwear to ensure conformance to quality and safety standards.
	2.6	Identify non-conformance to standards and take appropriate action
	2.7	Maintain records of finished articles and any non-conformance

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • standard operating procedures

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- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Finish techniques includes:

- brushing, steaming or pressing
- attaching elastic
- labelling
- adjusting the positioning of trims, as required

Labels include the following:

- care instructions
- client and/or manufacturer or enterprise information

Tools and equipment include one or more of the following:

- heat equipment
- steam equipment
- chemical adhesives

Final inspection includes one or more of the following:

- checking for potentially dangerous items, including:
  - wiring
  - pins
  - staples
  - flower/trim wires
  - dyes
  - hat elastic

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL2015B Finish headwear

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Assessment Requirements for MSTCL2015 Finish headwear

Modification History

Release 1. Supersedes and is equivalent to LMTCL2015B Finish headwear

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- applying finishing techniques, as required, on at least two (2) different forms of headwear
- identifying and selecting relevant labels and instructions
- carrying out inspection processes on different headwear products
- labelling, attaching elastic and finishing headwear to required standard
- operating machines and equipment required to finish headwear
- recognising non-conforming outcomes
- maintaining records of finished articles and any non-conformance.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry and product processes and equipment
- finishing processes and their application to different fabrics
- inspection and checking procedures
- quality standards and practices
- the importance of ventilation and lighting
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in finishing headwear, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL2016 Trim headwear

Modification History

Release 1. Supersedes and is equivalent to LMTCL2016B Trim headwear

Application

This unit of competency covers the skills and knowledge required to perform the tasks associated with trimming headwear.

The unit applies to multiple units of repetitive styles, such as sports caps, sun protective headwear, soft hats and adventure wear, sewn from textile products. It involves selecting or making simple trims.

Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to trim headwear**	2.1	Confirm requirements for trimming headwear and determine sequence for trimming
		2.2	Select appropriate materials to reflect requirements of design and quality
		2.3	Prepare materials by cutting, stiffening or shaping, as required, according to design requirements
3	**Trim headwear**	3.1	Form, sew, staple or glue trims in preparation for attachment to headwear
		3.2	Attach trim to hat, as required, to reflect design
		3.3	Check trimmed or finished article for safety, including potentially dangerous items
		3.4	Document process and outcomes according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Trims include one or more of the following:

- ribbon
- braid
- fabric
- flowers
- badges
- buttons
- studs
- eyelets
- fastenings
- elastic
- cords
- feathers

Potentially dangerous items include one or more of the following:

- wiring
- pins
- staples
- flower or trim wires
- dyes
- hat elastic

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL2016B Trim headwear

Links

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Assessment Requirements for MSTCL2016 Trim headwear

Modification History

Release 1. Supersedes and is equivalent to LMTCL2016B Trim headwear

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- selecting appropriate materials to reflect requirements of design and quality
- preparing materials by cutting, stiffening or shaping, as required, according to design requirements
- attaching and positioning trims to produce the required outcome on at least two (2) types of headwear
- applying quality requirements
- operating machines or equipment according to work health and safety (WHS) requirements
- checking trims for safety, including potentially dangerous items
- documenting process and outcomes according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry and product processes and equipment
- trims, including fabric types, variety, their application and attachment methods
- inspection and checking procedures
- quality standards and practices
- importance of ventilation and lighting
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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- have vocational competency in trimming headwear, at least to the level being assessed, with relevant industry knowledge and experience.

- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL2017 Press work for production support

Modification History

Release 1. New unit

Application

This unit of competency covers the skills and knowledge required to press components as part of the garment production process.

The unit applies to pressing work to provide support to production operations. Pressing requires limited operator control of equipment and performance of basic and intermediate tasks that are routine. Positioning of fabric is uncomplicated and operations involve a limited range of fabrics and standard adjustments to equipment.

Work to be pressed may include stable woven and knitted natural and synthetic fabrics. Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to press work**	2.1	Set up work area according to workplace procedures
		2.2	Clean and check pressing equipment and perform routine minor maintenance
		2.3	Make preparations for pressing
		2.4	Collect or receive work, check quality and determine any follow-up action.
3	**Press work**	3.1	Lay out work in correct proximity and sequence
		3.2	Identify faults, spots and marks and take appropriate action
		3.3	Select and use appropriate attachments
		3.4	Sequence pressing as required
4	**Despatch pressed work**	4.1	Inspect pressed work and compare against workplace pressing standards
		4.2	Report faulty work and take follow up action, according to workplace procedures
		4.3	Identify preventative action to avoid any recurrence of faulty work
		4.4	Pass pressed work to next operation

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • personal protective equipment (PPE) • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Fabric range includes one or more of the following:	• woven cottons • denim • cotton drill • calico • polyesters • interfacings • trims and attachments
Preparations for pressing includes the following:	• checking that water reservoirs are filled to the designated levels in relevant equipment • checking condition of electrical cords

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- cleaning contact surfaces of steaming and pressing equipment
- filling steam equipment with distilled water
- setting thermostats at appropriate temperature
- checking equipment operational procedures

Pressing equipment includes two or more of the following:

- irons
- presses
- industrial steam irons
- suction boards
- sleeve board
- sleeve roll

Routine minor maintenance includes one or more of the following:

- washing out or replacing cover and padding
- shaking out rubber mat
- brushing and air blowing wire mesh
- applying sole-cleaning compounds to hand irons

Report faulty work includes one or more of the following:

- written records
- shown by the attachment of a ticket
- oral or written reports

Unit Mapping Information

Release 1. New unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL2017 Press work for production support

Modification History

Release 1. New unit

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- checking work against work specification or pressing instructions
- preparing pressing equipment and work before commencing pressing operations
- using at least two (2) types of pressing equipment and applying pressing techniques for garment components on at least two (2) occasions
- inspecting pressed work and comparing against workplace pressing standards
- reporting faulty work and taking follow up action to avoid any recurrence of faulty work, according to workplace procedures
- forwarding pressed work to next operation according to workplace requirements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- pressing requirements and characteristics of typical fabrics and other materials used in garment assembly
- pressing equipment, such as:
  - irons
  - presses
  - industrial steam irons
  - suction boards
  - sleeve board
  - sleeve roll
- quality standards and practices
- workplace practices
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in pressing work, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL2018 Perform bundling, ticketing and labelling in TCF operations

Modification History

Release 1. New unit

Application

This unit of competency covers the skills and knowledge required to uncomplicated bundle cut work, make tickets and labels and place tickets and labels on the cut work in production support role according to workplace procedures.

This unit of competency applies to bundling, ticketing and labelling operations in the textile, clothing and footwear (TCF) sector. Work is conducted according to defined procedures to meet workplace requirements.

Work may be conducted in a variety of environments, including operational workplace activities, restricted space and hazardous, controlled or exposed conditions.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Bundle cut work**	2.1	Receive and check components
		2.2	Sort components according to size and shading
		2.3	Assemble bundles in accordance with workplace procedures
3	**Make labels and tickets**	3.1	Determine size and care label details from work specifications and written instructions
		3.2	Enter ticket/label information into ticket and label printing machine according to workplace procedures and manufacturer instructions
		3.3	Print labels and check against work specifications
		3.4	Report errors and take action in accordance with workplace procedures
4	**Place labels on cut work**	4.1	Access printed labels or tickets for the job
		4.2	Check labels are ready and meet the job specifications and workplace quality requirements
		4.3	Detect, report or correct errors in accordance with workplace procedures and specifications
		4.4	Place tickets and labels in bundles with appropriate component parts or despatch to store, according to

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workplace procedures

4.5 Complete workplace records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Ticketing and labelling includes the following:

- bundling
- making of tickets
- making of labels
- placing of tickets on cut work
- placing of labels on cut work

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Equipment and tools include:	• ticket and labelling printing machine
	• one or more of:
	  • hand tools
	  • pallet truck
	  • hand trolleys

Unit Mapping Information

Release 1. New unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL2018 Perform bundling, ticketing and labelling in TCF operations

Modification History

Release 1. New unit

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting and applying established workplace procedures
- checking and sorting component parts
- bundling work on at least two (2) occasions according to specifications
- using a ticket labelling machine on at least two (2) occasions in accordance with workplace procedures
- entering information accurately
- detecting errors in labels and tickets
- placing tickets and bundles accurately
- communicating appropriately with relevant personnel to deal with damaged or inferior products and resolve problems
- completing relevant documentation.
- carrying out work to defined procedures in a production support work roles
- making of tickets labels, and the placing of the tickets and labels on cut work, that requires the use of discretion, initiative and judgement within the defined procedures

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- procedures and requirements for bundling, ticketing and labelling
- manual handling techniques
- operation of ticketing and labelling equipment
- quality standards and practices
- work health and safety (WHS) practices, including hazard identification and control measures
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing bundling, ticketing and labelling tasks to support TCF production, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTCL2019 Sew components, complex tasks

Modification History

Release 1. New Unit

Application

This unit of competency covers the skills and knowledge required to perform complex tasks to align and sew the sections of a garment because of the complexity of combining parts, or because of frequent variation in fabrics and materials.

This unit of competency covers the skills and knowledge required to assemble or sew components in situations that involve the use of either single industrial machines for advanced fabric manipulations and demonstrated shaping of the end product, or the operation of three or more different industrial machine types, that require feeding and handling skills, directional changes, and contouring as well as critical stopping points.

Machine types may include a plain lockstitch sewing machine, a three, four or five thread overlocker, a blind hemming machine or a zigzag sewing machine.

Work is conducted according to defined procedures and requires discretion, initiative and judgement.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to perform complex tasks**	2.1	Prepare to use sewing machines
		2.2	Check needles, attachments and parts and identify worn needles and parts and report or replace, according to manufacturer instructions
		2.3	Receive work and check that the bundle matches ticket information and that that previous operations have been successfully completed
3	**Perform complex sewing tasks**	3.1	Sew complex work pieces or manipulate fabric to ensure correct shaping of the end result, using machine according to workplace procedures
		3.2	Perform complex sewing operations demonstrating different operations or for advanced fabric manipulation
		3.3	Regularly check performance of machine for signs of faulty operation, including evidence from inspection of finished pieces
		3.4	Take required action to address poor performance

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4	**Review and complete work**	4.1	Inspect sewn complex work, identify any faults, take appropriate action and check finished pieces against quality standards
		4.2	Record results of inspection of finished component
		4.3	Record action taken to either reject or correct faulty components
		4.4	Record preventative action taken to avoid recurrence of defective pieces
		4.5	Complete production records or packing slips
		4.6	Direct completed work to next operation or packing section

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- personal protective equipment (PPE)
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

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	• WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Prepare to use sewing machine includes the following:	• receive work pieces, check specification sheets and plan follow-up action • lay out work pieces in sequence • set up workbench and seating according to workplace procedures • clean, check, set up and adjust machines according to specifications for work • identify poor machine performance and adjust as required •
Sew work pieces includes the following:	• sew pieces according to product requirements and quality standards • use machine according to requirements for speed of work • control machine speed and work handling according to type of operations, fabrics and product type •
Fabrics include one or more of the following:	• woven and knitted fabrics, such as denim, single knits, tricot and gabardine
Components include one or more of the following:	• sleeves • waistbands (straight or shaped) • collars • cuffs • plackets • facings (neck and armhole) • binds • zips (dress, skirt, trouser and invisible) • buttons and buttonholes • pockets (cut away, patch and in seam)
Industrial machines include one or more of the following:	• plain lockstitch sewing machine • three, four or five thread overlocker • zigzag sewing machine • blind hemming machines • buttonholers • pocket and collaring machines

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	• elasticators • binders
Set-up includes the following:	• correct thread • needle size and type: a variety of size and types such as standard, ball point • needle guard • tension setting • attachments
Complex sewing operations include following:	• Manipulation of various components to deal with frequent variation of fabrics and materials to ensure correct shaping of end result • Sewing techniques needed to address fabric variations as well as awkward positioning, feeding and handling which require contouring or stopping points sewing stretch knit fabric to non-stretch fabric
Complex tasks include one or more of the following:	• lycra sportswear with panels • gathering, easing, tucking and stitching curves • hems (double fold, rolled, blind and stitched hem) • darts and pleats

Unit Mapping Information

Release 1. New Unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL2019 Sew components, complex tasks

Modification History

Release 1. New Unit

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- preparing workstation and work before commencing sewing operations
- demonstrating techniques to complete complex sewing operations on at least five (5) occasions which involve
  - performing a sequence of different operations on a single sewing machine or on multiple machines to complete the majority of a complex task
  - exercising fabric manipulation skills to handle and align sections and ensure correct shaping of the end result, because of fabric variations or complexity of combining parts
- inspecting sewn components, identifying any faults, taking appropriate action and checking finished pieces against quality standards
- recording results of inspections to identify faulty components and preventative action
- completing production records or packing slips and directing completed work to next operation or packing section, according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian standards
- characteristics of woven and knitted fabrics such as denim, single knits, tricot, gabardine
- techniques to use a single sewing machine to align and sew work pieces
- range of components:
  - sleeves
  - waistbands (straight or shaped)
  - collars
  - cuffs
  - plackets
  - facings (neck and armhole)

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    - binds
    - zips (dress, skirt, trouser and invisible)
    - buttons and buttonholes
    - pockets (cut away, patch and in seam)
- machine operation and maintenance, such as:
    - plain lockstitch sewing machine
    - three, four or five thread overlocker
    - zigzag sewing machine
    - blind hemming machines
    - buttonholers
    - pocket and collaring machines
    - elasticators and binders
- handling frequent variations in fabrics
- quality standards and practices
- sequence of operations
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in sewing components, complex tasks, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTCL2020 Lay up and mark uncomplicated fabrics and lays

Modification History

Release 1. New unit

Application

This unit of competency covers the skills and knowledge required to lay up and mark uncomplicated fabrics and lays.

The unit of competency applies to production support roles or situations where single garments or only a couple of layers of fabric are to be cut.

Manual or computer-aided techniques may be used.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for lay-up**	2.1	Set up working area
		2.2	Interpret lay-up instructions for uncomplicated articles
		2.3	Collect and check fabric
		2.4	Interpret cutting order for marking requirements, such as fabric type, width, quantity and garment sizes
3	**Perform lay-up**	3.1	Collect required pattern pieces and check manually or by computer
		3.2	Manipulate pattern pieces and position manually on paper or by computer for most efficient fabric use
		3.3	Draw up lay marker manually or by computer
		3.4	Prepare lay-up instructions according to requirements
		3.5	Check marker against requirements and copy marker either manually or by computer
4	**Finalise work**	4.1	Direct work to next operation, according to workplace procedures
		4.2	Clean work area and prepare for next job

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • personal protective equipment (PPE) • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Uncomplicated articles include one or more of the following:	• t-shirts • straight or A-line skirts • shift dresses • section crowns • brims • tips • side bands • berets
Lay-up and marking equipment includes one or more of the following:	• computers and required software • patterns • fabric • marker card or paper • weights • clamps

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Set up working area includes the following:	• setting up workstation, according to workplace procedures and specifications for work • cleaning cutting equipment, checking and assessing servicing according to manufacturer instructions • preparing cutting table to suit correct lay length • setting up lay-up and marking equipment and preparing for use
Check fabric includes the following:	• checking fabric width and quality with lay-up instructions • laying-up fabric and adjusting fabric tension to match fabric performance • checking fabric for faults • taking required action to cut out faults according to workplace procedures or other appropriate techniques
Monitor work quality includes the following:	• inspecting cut work • identifying any faults • taking appropriate action to ensure cut pieces meet required quality standards • taking preventative action to avoid any recurrence of defective pieces • recording preventative action

Unit Mapping Information

Release 1. New unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL2020 Lay up and mark uncomplicated fabrics and lays

Modification History

Release 1. New unit

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- checking work against work specification or cutting order
- setting up manual or computer drafting equipment
- using lay-up techniques for uncomplicated fabrics or lays on at least two (2) occasions
- complying with quality processes
- finalising work according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- characteristics of fabrics and other materials used in garment assembly, such as woven fabrics (poplin, drill and flannelette) and knitted fabrics (rugby knit and double knit)
- working with woven fabrics, such as:
  - poplin
  - drill
  - flannelette
- working with knitted fabrics, such as:
  - rugby knit
  - double knit
- designs, such as:
  - stripes
  - one-way designs
  - plaids
- fabric faults
- pattern identification
- quality standards and practices

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- workplace procedures
- reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in laying up, marking and cutting uncomplicated fabrics and lays, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL3001 Identify fabric performance and handling requirements

Modification History

Release 1. Supersedes and is equivalent to LMTCL3001B Identify fabric performance and handling requirements

Application

This unit of competency covers the skills and knowledge required to identify fabric performance and handling requirements.

The unit of competency applies to fabrics used to produce garments and accessories and includes sourcing information from reference material and industry specialists, as well as conducting simple tests to identify fabric types and properties. Identification methods and tests covered by this unit are those where the procedure has already been determined and the range of outcomes established.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

Competency Field

Clothing production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Identify fabric performance characteristics**	2.1	Use identification methods to identify fabrics and component fibres
		2.2	Identify key performance characteristics of fabrics
		2.3	Conduct performance testing of fabrics
		2.4	Identify common problems and faults of fabrics
		2.5	Identify fabric quality using established quality indicators
3	**Identify fabric handling requirements**	3.1	Use performance characteristics to describe appropriate uses of fabrics
		3.2	Identify fibre and fabric finishes and implications for handling
		3.3	Identify care requirements in handling fabrics and implications for production
4	**Identify cleaning and labelling requirements**	4.1	Identify care and cleaning requirements of fabrics
		4.2	Identify labelling requirements according to current Australian Standards
		4.3	Record outcomes according to workplace procedures

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Fabric types include the following:	• natural and synthetic single yarn fabrics and blends • knitted fabrics, including weft knits and warp knits • woven fabrics, including plain, twill, satin, dobby, jacquard and pile • non-woven fabrics, such as felts, nets, braids, bonded and composite • emerging smart fabrics
Performance characteristics include one or more of the following:	• stretch • abrasion • wearability • absorbency

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- durability
- elasticity
- heat sensitivity
- shrink resistance
- ease of care
- drape quality
- colour fastness
- strength

Performance testing includes five or more of the following:

- light
- heat
- chemical reaction
- absorbency
- abrasion
- pill
- wash
- fabric finish

Finishes includes four or more of the following:

- crease resistance
- fire retardency
- waterproofing or water resistance
- colouration for structural or applied design such as printing or dyeing
- surface finishes for aesthetics, stability or serviceability
- interlacing and interloping

Handling fabrics includes one or more of the following:

- cutting
- dyeing
- printing
- pressing
- lining
- assembling
- sewing
- packaging and storage

Implications for production include one or more of the following:

- sewing requirements such as needle size and type, machine type, thread type
- binding, joining, fusing requirements
- lining, reinforcement
- seam types

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL3001B Identify fabric performance and handling requirements

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL3001 Identify fabric performance and handling requirements

Modification History

Release 1. Supersedes and is equivalent to LMTCL3001B Identify fabric performance and handling requirements

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- locating and interpreting information in Australian Standard AS/NZ 1957:1998 Textiles – Care labelling
- using a range of identification methods to identify key performance characteristics of at least two (2) different examples of each identified fabric type (at least ten (10) fabrics)
- conducting and keeping record of a broad range of performance tests on a variety of fabrics, including at least five (5) different performance tests on five (5) fabric types
- identifying fabric quality of at least ten (10) different fabrics using established quality indicators
- preparing a table to summarise performance characteristics, common problems and faults, appropriate uses, care requirements in handling products, and implications for production, of at least ten (10) different fabrics
- collecting at least two (2) fabric samples to demonstrate at least four (4) different finishes, identifying their application and implications for handling
- identifying care, cleaning and labelling requirements of a sample of at least ten (10) different fabrics or products, to comply with Australian Standards
- recording outcomes according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- fibre identification:
  - natural fibres, such as cotton, wool, silk, linen
  - man-made, such as rayon and acetate
  - synthetic, such as nylon and polyester
- fabric identification methods:

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    - identifying physical properties and features and other characteristics determined by clients or markets
    - checking of specifications and manuals
    - consultation with specialists
    - visual inspection
    - tactile analysis
    - acetone
    - burn test
- performance characteristics
- performance testing
- care and cleaning requirements:
    - dry cleaning
    - hand washing
    - washing
    - drying
    - ironing
    - special requirements (e.g. hanging)
    - bleaching
- quality indicators:
    - straight grain
    - even or uneven weave
    - slippage
    - length of fibres
    - pilling
    - even print or dye colour
    - print alignment or sizing
    - fabric resilience
    - workability
    - wash testing
- fabric finishes
- information resources on fibres and fabrics
- workplace procedures
- recording and reporting practices.
-

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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    - have vocational competency in identifying fabric performance and handling, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL3002 Prepare and produce a complex whole garment from specifications

Modification History

Release 3. Supersedes and is equivalent to MSTCL3002 Prepare and produce a complex whole garment from specifications (Relase 2)

Prerequisite - MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry **superceded by** MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry

Release 2. Data entry errors re listed prerequisites corrected – MSTCL2001 and MSTCL2004 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL3002B Prepare and produce sewn garment.

Application

This unit of competency covers the skills and knowledge required to prepare, align and sew a complex whole garment.

The unit of competency applies to sample machining involving all operations in the assembly of a garment from written specifications.

Work may be self-directed and unsupervised and may include carrying out a work plan to specifications.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFD2006 Use a sewing machine for fashion design

MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry

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Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to construct complex garment**	2.1	Identify garment requirements from production specifications
		2.2	Determine machining requirements and develop plan for garment construction
		2.3	Check and lay out work pieces in sequence according to construction plan
		2.4	Prepare workstation, machines and equipment
3	**Sew complex garment**	3.1	Sew complex garment according to product requirements, quality standards and required operations
		3.2	Perform operations to produce whole garment according to workplace procedures
		3.3	Control machine speed and work handling for type of operations, fabrics and product type according to workplace procedures

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		3.4	Regularly check performance of machine for signs of faulty operation, including evidence from inspection of finished pieces, and take required action
4	**Complete work**	4.1	Inspect and check garment against quality standards, identify any faults and take appropriate action
		4.2	Record results of inspection and action taken to either reject or correct faulty garment
		4.3	Record preventative action taken to avoid any recurrence of defective garment
		4.4	Complete manual or digital production records or packing slips
		4.5	Direct completed work to next operation or packing section

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • personal protective equipment (PPE) • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output

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	• housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Garment requirements include one or more of the following:	• work pieces, accessories and trims • pattern • production or delivery time requirements
Prepare workstation, machines and equipment includes the following:	• setting up workbench and seating according to ohs practices • cleaning and checking machines • maintaining records • setting up and adjusting machines according to specifications for work • checking needles, attachments and parts • identifying, reporting or replacing worn needles and parts according to manufacturer instructions
Garment includes one or more of the following:	• any complex whole garment that includes multiple pieces, such as sleeves, collars and trims, and which is made to production specifications (for example shirts, trousers, dresses, unstructured jackets, stretch knits, skirts, bras and swimwear)
Machines include one or more of the following:	• plain lockstitch sewing machine • a three, four or five thread overlocker • a zigzag sewing machine • blind hemmers • buttonholers • pocket and collaring machines • elasticators • binders
Set-up includes one or more of the following:	• correct thread • needle size and length • needle guard

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- tension setting
- attachments

Operations include the following:

- sewing techniques where the positioning, feeding and handling of work pieces involves discretionary changes, contouring or critical stopping points
- special handling skills required to accommodate fabric variations
- production of whole garment from specifications or patterns
- sample machining
- all operations required to complete whole garment construction

Unit Mapping Information

Release 3. Supersedes and is equivalent to MSTCL3002 Prepare and produce a complex whole garment from specifications (Relase 2)

Release 2. Data entry errors re listed prerequisites corrected – MSTCL2001 and MSTCL2004 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL3002B Prepare and produce sewn garment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL3002 Prepare and produce a complex whole garment from specifications

Modification History

Release 3. Supersedes and is equivalent to MSTCL3002 Prepare and produce a complex whole garment from specifications (Relase 2)

Prerequisite - MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry **superceded by** MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry

Release 2. Data entry errors re listed prerequisites corrected – MSTCL2001 and MSTCL2004 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL3002B Prepare and produce sewn garment.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing workstation and work before commencing sewing operations
- performing a range of sewing operations, where the positioning, feeding and handling of work pieces involves discretionary changes, contouring or critical stopping points, and where special handling skills are required to accommodate fabric variations
- completing all operations to sew at least two (2) complex whole garments that include multiple pieces, such as sleeves, collars and trims, bras or swimwear, according to garment requirements, quality standards and required operations
- applying the range of sewing techniques required for complex garment operations to construct a whole garment
- providing routine checks and maintenance of machines
- controlling machine speed and work handling for type of operations, fabrics and product type according to workplace procedures
- inspecting sewn garment, identifying any faults, taking appropriate action and checking finished work against quality standards
- completing production records or packing slips and directing completed work to next operation or packing section, according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian standards

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- production machine operation and maintenance, such as:
  - plain lockstitch sewing machine
  - three, four or five thread overlocker
  - zigzag sewing machine
  - blind hemming machines
  - buttonholers
  - pocket and collaring machines
  - elasticators
  - binders
- characteristics of a variety of fabrics, threads and other materials used in garment assembly
- range of sewing techniques required to construct complex whole garment
- quality standards and practices
- sequence of operations
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in sewing garments, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL3003 Perform garment repairs and alterations

Modification History

Release 1.1. Data entry errors re listed prerequisites corrected – MSTCL2001 and MSTCL2004 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL3003B Perform garment repairs and alterations

Application

This unit of competency covers the skills and knowledge required to repair and alter finished garments based on client needs.

The unit of competency applies to repairing garments that have been damaged, either during the production process or during normal wear. It also applies to the alteration of garments following production, where they do not fit an individual.

Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFD2006 Use a sewing machine for fashion design

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

Competency Field

Clothing production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for repairs and alterations**	2.1	Identify type of garment damage or alteration required
		2.2	Determine repair or alteration work requirements, take measurements and develop plan
		2.3	Lay out work in sequence according to repair or alteration plan
		2.4	Prepare workstation, machines and equipment
3	**Sew minor alterations or repairs by machine or hand**	3.1	Repair or alter product according to product requirements, quality standards and required operations
		3.2	Control machine speed and work handling for type of operations, fabrics and product type, and workplace procedures
		3.3	Regularly check performance of machine for signs of faulty operation, including evidence from inspection of finished pieces, and take required action
4	**Complete work**	4.1	Inspect product and check against quality standards, identify any faults and take appropriate action
		4.2	Record results of inspection of finished product and complete client records

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4.3 Direct completed work to finish section

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Repair process includes:	• planning the deconstruction of the garment so the repair can be achieved
Alterations include one or more of the following:	• hems • letting out, or taking in, seams for fit • reshaping garment with dart and seams

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Measurements include one or more of the following:	• depth of hem take-up or let-down • sleeve length • waist, bust or hip measurement
Repair equipment includes one or more of the following:	• blind hemmers • buttonholers • elasticators • binders • plain lockstitch sewing machine • three, four or five thread overlocker • zigzag sewing machine • needles • darning tools
Set-up includes one or more of the following:	• correct thread • needle size and length • needle guard • tension setting • attachments
Operations include the following:	• sewing techniques where the positioning, feeding and handling of work pieces involves discretionary changes, contouring or critical stopping points • the special handling skills required to accommodate fabric variations • all operations required to complete repair and alteration in construction

Unit Mapping Information

Release 1.1. Data entry errors re listed prerequisites corrected – MSTCL2001 and MSTCL2004 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL3003B Perform garment repairs and alterations

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Links

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Assessment Requirements for MSTCL3003 Perform garment repairs and alterations

Modification History

Release 1.1. Data entry errors re listed prerequisites corrected – MSTCL2001 and MSTCL2004 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL3003B Perform garment repairs and alterations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- planning process for repairs or alterations to occur
- checking work pieces against specifications for repairs or alterations
- preparing workstation and work before commencing sewing operations
- repairing or altering at least four (4) products according to product requirements, quality standards and required operations
- applying range of sewing techniques as required to repair or alter products
- operating and monitoring equipment required for repairs and alterations to identify faulty operation
- inspecting product and checking against quality standards, identifying any faults and taking appropriate action
- recording results of inspection of finished product and completing client records
- directing completed work to finish section.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- techniques in using and maintaining production machines
- hand sewing techniques
- characteristics of fabrics, threads and other materials used in garments
- repair requirements, such as:
  - replacing zips, buttons or other fasteners by hand or machine
  - reinserting or attaching elastic
  - darning holes by hand or machine

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- garment damage:
  - holes, tears or rips
  - broken zips
  - worn elastic
  - broken seams or hems
  - lost buttons, hooks and eyes
- preparing workstation and work before commencing sewing operations:
  - setting up workbench and seating according to work health and safety (WHS) practices
  - cleaning and checking machines
  - maintaining records
  - setting up and adjusting machines according to specifications for work
  - checking needles, attachments and parts
  - identifying, reporting or replacing worn needles and parts according to manufacturer
- quality standards and practices
- sequence of operations
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing garment repairs and alterations, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL3004 Press whole garments

Modification History

Release 1.1. Correction of typographical errors in Application of the unit.

Release 1. Supersedes and is equivalent to LMTCL3004B Press whole garments

Application

This unit of competency covers the skills and knowledge required to press whole garments.

The unit of competency applies to pressing of whole garments, which may include many components, complex seams and fabrics. Operator skills may contribute to the final appearance and finish of the work. Fabrics could include wool suiting, satin, velvet, chiffon, silks, linen, and lace.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTCL2006 Press work

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to press garment**	2.1	Prepare work area and pressing equipment
		2.2	Clean, check and perform routine maintenance on pressing equipment
		2.3	Lay out work in correct proximity and sequence
		2.4	Quality check garment, identify faults, spots and marks and take appropriate follow-up action
3	**Press garment**	3.1	Select and use appropriate attachments
		3.2	Sequence and position work on pressing equipment according to product requirements
		3.3	Apply heat, steam, vacuum, pressure and time according to product requirements and fabric specifications
		3.4	Control equipment and handle work to suit variations in fabric, work type, construction and pressing requirements
4	**Despatch pressed garment**	4.1	Inspect pressed garment and compare against workplace pressing standards
		4.2	Report and record results of inspection and subsequent action to correct faulty work
		4.3	Record any preventative action taken to avoid any recurrence of faulty work
		4.4	Hang, pack and direct pressed garment to required despatch area, despatch storage or packing sections

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Pressing equipment includes three or more of the following:	• irons • presses • industrial steam irons • suction boards • sleeve board • sleeve roll • tailor's ham • tailor's mitt • velvet pin board

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Routine minor maintenance includes one or more of the following:	• washing out or replacing cover and padding • shaking out rubber mat • brushing and air-blowing wire mesh • applying sole-cleaning compounds to hand irons
Garment includes three or more of the following:	• shirts • trousers • dresses • skirts • tailored jackets • evening wear
Fabric includes two or more of the following:	• wool suiting • satin • velvet • chiffon • silks • linen • lace
Report and record includes one or more of the following:	• written records • shown by the attachment of a ticket • oral or written reports

Unit Mapping Information

Release 1.1. Correction of typographical errors in Application of the unit.

Release 1. Supersedes and is equivalent to LMTCL3004B Press whole garments

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL3004 Press whole garments

Modification History

Release 1.1. Correction of typographical errors in Application of the unit.

Release 1. Supersedes and is equivalent to LMTCL3004B Press whole garments

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing work area and pressing equipment, and lay out work in correct proximity and sequence
- checking work against specifications and pressing instructions, identifying faults, spots and marks, and taking appropriate follow-up action
- sequencing and positioning work on pressing equipment according to product requirements
- using at least three (3) different types of pressing equipment to apply heat, steam, vacuum, pressure and time according to product requirements and fabric specifications
- controlling equipment and handling work to suit variations in fabric, work type, construction and pressing requirements, for at least three (3) different garments and two (2) fabric types
- inspecting pressed work, comparing against workplace pressing standards, and reporting and recording results and subsequent action to correct faulty work
- recording any preventative action taken to avoid any recurrence of faulty work
- hanging, packing and directing pressed garment to required despatch area, despatch storage or packing sections.
-

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- pressing requirements and characteristics of a variety of fabrics and other materials used in garment assembly
- pressing equipment
- quality standards and practices
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in pressing whole garments, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL3005 Lay up and cut complicated fabrics and lays

Modification History

Release 1. Supersedes and is equivalent to LMTCL3005B Lay up and cut complicated fabrics and lays

Application

The unit of competency covers the skills and knowledge required to lay up fabric and cut work as part of the garment production process in situations involving complex patterns and a variety of fabrics and lays.

It applies to situations where multiple garments and layers of fabric are to be laid up and cut according to a marker, and may include two-way markers and step layers.

Work involves discretion, initiative and judgement within defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTCL2007 Lay up, mark and cut uncomplicated fabrics and lays

Competency Field

Clothing production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to cut complicated fabrics and lays**	2.1	Set up working area
		2.2	Interpret lay-up instructions for complicated articles
		2.3	Collect and check fabric
		2.4	Check lay height and position of fabric according to cutting equipment and work specifications
		2.5	Use layering with calico or paper for delicate or difficult-to-manage fabrics to assist lay-up according to job card and workplace practices
3	**Cut work**	3.1	Use cutting equipment according to requirements for operation
		3.2	Inspect cut work, identify any faults and take appropriate action to avoid fault or join pieces to ensure cut pieces meet required quality standards
		3.3	Take and record preventative action to avoid any recurrence of defective pieces
		3.4	Regularly check performance of cutting equipment for signs of faulty operation, including evidence from inspection of cut pieces
		3.5	Perform routine maintenance, including changing blades and drill bits, on cutting equipment

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4	**Complete work**	4.1	Bundle work according to job card
		4.2	Direct cut work to next operation and clean work area and prepare for next job
		4.3	Store master copy of lay marker in filing drawer or computer, according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • personal protective equipment (PPE) • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Check fabric includes the following:	• checking fabric width and quality with lay-up instructions • laying-up fabric and adjusting fabric tension to match fabric performance • checking fabric for faults • taking required action to cut out faults or other appropriate techniques
Lay-up instructions include one or more of the following:	• job cards • cutting orders • customer order breakdown • marker
Bundled includes one or more of the following:	• by fabric shade • whole garments • same pattern pieces • with notions (e.g. threads)

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL3005B Lay up and cut complicated fabrics and lays

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL3005 Lay up and cut complicated fabrics and lays

Modification History

Release 1. Supersedes and is equivalent to LMTCL3005B Lay up and cut complicated fabrics and lays

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, lay-up instructions
- applying relevant standards
- preparing cutting table and work before commencing operations
- using appropriate lay-up and cutting techniques to match pattern pieces and fabric
- using cutting equipment safely and according to manufacturer guidelines
- cutting a variety of complicated pattern pieces for at least two (2) garments
- inspecting cut work to identify any faults and taking appropriate action to ensure cut pieces meet required quality standards
- inspecting equipment and performing routine maintenance
- directing cut work to next operation, cleaning work area and preparing for next job
- storing master copy of lay marker in filing drawer or computer according to workplace procedures.
-

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- safety and environmental aspects of lay-up and cutting processes, including safe storage and disposal of excess fabrics and rolls
- equipment set up and preparation:
  - setting up cutting table and seating according to workplace procedures and specifications for work
  - setting up lay-up and marking equipment and preparing for use
  - cleaning cutting equipment, checking and assessing servicing according to manufacturer instructions
  - preparing cutting table to suit lay length
  - cleaning, checking for faults and assessing servicing against manufacturer instructions

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    - positioning of cutting table
    - changing cutting blades
- lay-up equipment:
    - weights
    - clamps
    - spreading table
- cutting equipment:
    - round blade cutter
    - straight knife cutter
    - drills
    - metal die
    - computerised cutting machine
- quality standards and practices
- lay-up techniques, including the appropriate use of fabric and paper layers
- stretching techniques for fabrics
- applications of cutting machinery
- cutting machinery components requiring routine maintenance
- range of woven fabrics, such as:
    - denim
    - wool suiting
    - corduroy
    - satins
    - chiffon
    - rayons
- range of knits, such as:
    - polar fleece
    - double knits
    - single knits
    - tricot
- characteristics of fabrics and other materials used in garment assembly
- common fabric faults
- complicated garments with a number of pieces and a variety of shapes, such as:
    - shirts/blouses
    - trousers
    - jackets
    - dresses
    - skirts
    - fabrics with directional patterns
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in layup and cut complicated fabric, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL3006 Assemble bra or swimwear

Modification History

Release 1.1. Data entry errors re listed prerequisites corrected - MSTCL2001 and MSTCL2004 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL3006B Assemble bra or swimwear

Application

This unit of competency covers the skills and knowledge required to plan, align and assemble a bra or swimwear garment from specifications or patterns using a variety of machines and processes.

The unit of competency applies to assembling a bra or swimwear garment and may apply to sample machining involving all operations in the assembly of a garment to specifications. It involves being able to work quickly and accurately with expensive and delicate fabrics, to tight tolerances.

Work may be self-directed and unsupervised.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFD2006 Use a sewing machine for fashion design

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

Competency Field

Clothing production

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to assemble bras or swimwear**	2.1	Set up workbench and seating, and clean, set up and adjust machines and check oil levels
		2.2	Check needles, attachments and parts, and identify, report or replace worn items according to manufacturer instructions
		2.3	Check work bundle, determine any follow-up action and lay out components in sequence
		2.4	Maintain records
		2.5	Determine specifications and machining requirements and develop plan for bra or swimwear construction
3	**Assemble bra or swimwear**	3.1	Assemble bra or swimwear according to product requirements and quality standards
		3.2	Assemble bra or swimwear according to workplace procedures and requirements for speed of work
		3.3	Control machine speed and work handling for type of operations, fabrics and product type
		3.4	Regularly check performance of machine for signs of faulty operation, including evidence from inspection of

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		finished pieces, and take required action
	3.5	Check all work for compliance with specifications, including tolerances, and take remedial action where non-compliance is detected
4 **Complete work and production records**	4.1	Inspect finished garment, check against quality standards, identify any faults and take appropriate action
	4.2	Record results of inspection of finished garment to either reject or correct faulty garment
	4.3	Record preventative action to avoid any recurrence of defective garment
	4.4	Complete production records or packing slips and direct completed work to next operation or packing section

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- personal protective equipment (PPE)
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping

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	• tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Machines include one or more of the following:	• plain lockstitch sewing machine • three thread overlocker • zigzag sewing machine • blind hemming machines • buttonholers • pocket and collaring machines • elasticators • binders • three-step, twin needle with binding, channelling, single needle and bar rack • fusing, moulding, gluing and ultrasonic machine
Set-up includes one or more of the following:	• correct thread • needle size and type: a variety of size and types, such as standard and ball point • needle guard • tension setting • attachments correct heat and pressure • correct foot
Operations include the following:	• sewing techniques where the positioning, feeding and handling of work pieces involves discretionary changes, contouring or critical stopping points • special handling skills required to accommodate fabric variations • production of whole garment from specifications or patterns • sample machining • all operations required to complete whole garment construction
Assemble includes one or more of the following:	• gluing • fusing

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- sewing

Unit Mapping Information

Release 1.1. Data entry errors re listed prerequisites corrected - MSTCL2001 and MSTCL2004 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL3006B Assemble bra or swimwear

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL3006 Assemble bra or swimwear

Modification History

Release 1.1. Data entry errors re listed prerequisites corrected - MSTCL2001 and MSTCL2004 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL3006B Assemble bra or swimwear

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing workstation and work before commencing sewing operations
- determining specifications and machine requirements and planning for assembling of bra or swimwear
- performing a range of sewing operations, where the positioning, feeding and handling of work pieces involves discretionary changes, contouring or critical stopping points, and where special handling skills are required to accommodate fabric variations
- using one or more machines required for completing all operations to sew at least two (2) bras or swimwear according to garment requirements, quality standards and required operations
- operating and maintaining machine/s required for complete operations
- controlling machine speed and work handling for type of operations, fabrics and product type according to workplace procedures
- inspecting sewn garment, identifying any faults, taking appropriate action and checking finished work against quality standards
- recording results of inspections to identify faulty components and preventative action
- completing production records or packing slips and directing completed work to next operation or packing section, according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- machine operations and maintenance
- characteristics of fabrics, threads and other materials used in garment assembly
- quality standards and practices
- sequence of operations

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- acceptable tolerances and other quality standards
- appropriate components for bras and swimwear:
  - straps
  - hooks
  - elastic
  - fasteners
  - ribbon
  - underwire
  - foam padding
  - oil-filled straps
  - rings
  - fine lace and delicate fabrics
- performance and properties of one-way and two-way stretch fabrics
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in assembling bra or swimwear, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL3007 Embellish garment by hand or machine

Modification History

Release 1.1. Data entry errors re listed prerequisites corrected -MSTCL2005 removed as incorrect unit and MSTCL2001 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL3007B Embellish garment by hand or machine

Application

This unit of competency covers the skills and knowledge required to embellish a garment using hand or machine techniques.

The unit of competency applies to selecting and applying an embellishment on garments, either at the completion of production, or during the production stage. The embellishments may be added by either hand or machine, as determined by the design brief.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFD2006 Use a sewing machine for fashion design

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

Competency Field

Clothing production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to embellish garments**	2.1	Interpret design brief and identify specifications, type of embellishment and methods of embellishing by hand and machine
		2.2	Identify garment considerations, machine requirements and appropriate attachments
		2.3	Identify criteria for selection of threads and types of decorations to be attached
		2.4	Set up work area, equipment and materials and adjust to specifications for work
		2.5	Perform routine minor maintenance according to manufacturer specifications
		2.6	Report and record any problems
3	**Embellish garment or piece**	3.1	Lay out work pieces
		3.2	Complete hand and machine embellishment
		3.3	Assess work to comply with quality standards and production specifications
		3.4	Check machine and adjust to ensure optimum performance

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4	**Despatch completed work**	4.1	Check garments or articles against quality standards
		4.2	Identify any faults, report and record, and take necessary action to repair or discard
		4.3	Direct completed garments or articles to next operation
		4.4	Complete work documentation as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Specifications include one or

- content

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more of the following:	• colour • size, including width and length • stitch type and size
Garment considerations include the following:	• type of fabric • colour of fabric • positioning of design • purpose of garment • suitability of size, design and colour
Embellishing methods include three or more of the following:	• beading • smocking • embroidery stitches • fabric manipulation • quilting • pintucking • shirring • machine embroidery • appliqué • lace insertion
Maintenance of equipment includes one or more of the following:	• checking and replacement of needles, attachments or parts used for embellishment • maintaining equipment to supplier requirements

Unit Mapping Information

Release 1.1. Data entry errors re listed prerequisites corrected -MSTCL2005 removed as incorrect unit and MSTCL2001 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL3007B Embellish garment by hand or machine

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL3007 Embellish garment by hand or machine

Modification History

Release 1.1. Data entry errors re listed prerequisites corrected -MSTCL2005 removed as incorrect unit and MSTCL2001 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL3007B Embellish garment by hand or machine

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance, criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing workstation and planning work sequence
- performing embellishment by hand or machine using at least three (3) methods
- carrying out minor maintenance on embellishment equipment according to suppliers requirements or workplace practices
- identifying, reporting and recording any faults, and taking necessary action to repair or discard
- directing completed garments or articles to next operation
- completing work documentation as required.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- principles of design
- characteristics of fibres, threads, fabrics and other material
- criteria for selection of threads:
  - colour
  - thickness
  - shine
  - texture
  - stability
  - strength
- forms of manual and machine embellishment

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- equipment and materials:
  - sewing machine and attachments, such as feet
  - garment
  - scissors
  - tape measures
  - hand sewing needles, such as beading and crewel
  - embroidery hoop
- garment considerations, such as:
  - type of fabric
  - colour of fabric
  - positioning of design
  - purpose of garment
  - suitability of size, design and colour
- embellishment procedures
- quality standards and practices
- sequence of operations
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in embellishing garments by hand or machine, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL3008 Set and produce digital embroidery

Modification History

Release 1. Supersedes and is equivalent to LMTCL3008B Set and produce digital embroidery

Application

The unit of competency covers the skills and knowledge required to set and use digital embroidery programs and machines to produce embroidered lettering, monograms and motifs on simple garments.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to produce digital embroidery**	2.1	Determine specifications for embroidery, required program features and machine requirements
		2.2	Identify garment considerations and select motif or lettering from stock designs
		2.3	Edit designs to achieve specifications and set program for operation
		2.4	Set up work area, equipment and materials and adjust to specifications for work
3	**Produce digital embroidery**	3.1	Lay out work pieces and select backing pieces to suit fabric
		3.2	Operate embroidery equipment according to workplace procedures to produce digital embroidery on simple garments
		3.3	Assess work for compliance with quality standards and production specifications
		3.4	Check machine and adjust to ensure optimum performance
		3.5	Manage production problems, such as thread breaks, and report and record any problems
		3.6	Perform routine minor maintenance according to manufacturer specifications
4	**Despatch completed work**	4.1	Check completed work against quality standards
		4.2	Identify any faults, report and record and take necessary action to repair or discard
		4.3	Direct completed work to next operation
		4.4	Complete work documentation as required

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Program features include one or more of the following:	• file formats • image catalogues • program tools
Garment considerations include one or more of the following:	• type of fabric • colour of fabric • positioning of design • suitability of size, design and colour
Edit includes one or more of	• manipulation of height

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the following:	• scale • skew • rotation • width • length • fonts • fill • baseline • envelopes • borders • spacing • needle penetration • stitch size and type • colour
Minor routine maintenance includes one or more of the following:	• checking and replacement of needles, attachments and/or parts • oiling of machine parts

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL3008B Set and produce digital embroidery

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL3008 Set and produce digital embroidery

Modification History

Release 1. Supersedes and is equivalent to LMTCL3008B Set and produce digital embroidery

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- planning work tasks to achieve specifications
- preparing workstation and work
- using required machine, computer and program functions
- selecting and editing a variety of stock lettering and motif designs and monograms to produce digitised embroidery effects on garments, such as hats, t-shirts and other simple garments
- producing at least six (6) different embroidery examples using different stock designs and at least two (2) different fabrics
- carrying out minor machine maintenance according to manufacturer specifications
- checking completed work against quality standards
- identifying, reporting and recording any faults, and taking necessary action to repair or discard
- directing completed work to next operation and completing work documentation as required.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- digital embroidery program features
- embroidery specifications:
  - content
  - colour
  - size, including width and length
  - stitch type and size
  - font
  - fill

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- editing tools and procedures
- operating procedures for digitising machines
- characteristics of typical fabrics, threads and other materials
- backing requirements for a range of fabrics and simple garments
- stock lettering and motif designs and monograms
- equipment and materials:
  - digital embroidery machine
  - computer
  - garment
  - threads
  - scissors
  - tape measures
- machine requirements:
  - thread type
  - needle type
  - stitch settings
  - spool requirements
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in setting and producing digital embroidery, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTCL3009 Develop patterns from a block using basic patternmaking principles

Modification History

Release 1. Supersedes and is equivalent to LMTCL3009B Develop patterns from a block using basic patternmaking principles

Application

This unit of competency covers the skills and knowledge required to develop patterns from a block using basic patternmaking principles.

The unit of competency applies to the development of a variety of pattern styles utilising the basic principles of patternmaking, including dart manipulation and square blocking.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

Work is conducted according to defined procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to develop patterns**	2.1	Set up workstation and patternmaking tools and equipment
		2.2	Analyse design to identify appropriate modifications
		2.3	Identify fabric performance characteristics that may affect garment pattern and determine ease allowance
		2.4	Plan pattern development according to quality standards and workplace procedures
		2.5	Select appropriate block
3	**Apply basic patternmaking principles to develop patterns**	3.1	Apply patternmaking principles in developing patterns
		3.2	Document methods and formulas used
		3.3	Check pattern pieces for accuracy, including seam and ease allowances, seam match, hems and functional openings
		3.4	Label all pattern pieces, including grain lines, notches, pattern information and cutting instructions
4	**Test patterns and complete work**	4.1	Make a toile to test fit and accuracy of pattern
		4.2	Alter pattern to reflect test fitting outcomes and quality standards
		4.3	Document alterations to patterns
		4.4	Complete pattern specification sheets and attach to

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patterns for storage

4.5 File finished patterns in storage system

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Garments include one or more of the following:	• skirts • trousers/pants • shirts/blouses • dresses

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Methods and formulas include one or more of the following:	• deviations from standard patterns • sources of pattern components • pattern derivation methods and formulas • block construction methods and formulas

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL3009B Develop patterns from a block using basic patternmaking principles

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL3009 Develop patterns from a block using basic patternmaking principles

Modification History

Release 1. Supersedes and is equivalent to LMTCL3009B Develop patterns from a block using basic patternmaking principles

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting and applying correct pattern and garment terminology
- taking measurements
- identifying, selecting and using the appropriate tools and equipment for patternmaking
- selecting the appropriate block and developing a pattern to demonstrate a variety of pattern styles
- applying the patternmaking principles of square block and dart manipulation in developing at least two (2) patterns according to the specifications
- checking pattern pieces for accuracy, including seam and ease allowances, seam match, hems and functional openings
- labelling all pattern pieces, including grain lines, notches, pattern information and cutting instructions
- making toile to test fit and accuracy of pattern and assessing against design specifications
- making any necessary alterations to finalise pattern and check it is accurate, complete and complies with design specifications
- cutting out and labelling pattern pieces accurately
- documenting alterations to patterns
- completing pattern specification sheets and attaching to patterns for storage
- filing finished patterns in storage system.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- patternmaking principles and design terminology
- patternmaking tools and equipment:
  - pattern blocks

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  - scissors
  - ruler
  - square rule
  - marker pens
  - hole punch
  - pins
  - fashion triangle
  - French curve
  - pattern notcher
  - weights
  - tape measure
- pattern markings:
  - appropriate seam allowance
  - notching
  - pattern information (size, style number, cutting instructions and identity)
  - darts
  - drill holes
  - grain line
  - stitching line
- style features
- fabric performance characteristics
- quality standards and practices
- sequence of operations
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in developing patterns from a block, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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MSTCL3010 Sew woven and stretch knit garments

Modification History

Release 1.1. Data entry errors re listed prerequisites corrected - MSTCL2001 and MSTCL2004 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL3010B Sew woven and stretch knit garments

Application

This unit of competency covers the skills and knowledge required to sew woven and stretch knit garments.

The unit of competency applies to sewing complete stretch and woven fabric garments or products and may apply to sample machining involving all operations in the assembly of a garment to specification. It covers the skills and knowledge to plan, align and sew complete stretch and woven fabric garments from specifications or patterns using a variety of machines and processes.

Work may be self-directed and unsupervised and may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFD2006 Use a sewing machine for fashion design

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

Competency Field

Clothing production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to sew woven and stretch knit garments**	2.1	Identify garment requirements from production specifications
		2.2	Determine machining requirements and develop a plan for garment construction
		2.3	Check and lay out work pieces in sequence according to construction plan
		2.4	Prepare work station, machines and equipment
3	**Sew garment**	3.1	Sew garment according to requirements for sewing woven and stretch knit fabrics, quality standards and workplace procedures
		3.2	Sew garment according to requirements for speed of work
		3.3	Control machine speed and work handling for type of operations, fabrics and product type
		3.4	Regularly check performance of machine for signs of faulty operation, including evidence from inspection of finished pieces, and take required action
4	**Complete work**	4.1	Inspect garment and check against quality standards, identify any faults and take appropriate action

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4.2 Record results of inspection of finished garment and take action to either reject or correct faulty garment and record

4.3 Record preventative action taken to avoid any recurrence of defective garment

4.4 Complete production records and packing slips

4.5 Direct completed work to next operation or packing section

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Garments include one or more of the following:	• clothing which includes multiple pieces, such as sleeves, collars and trims • clothing which is made to production specifications, for example shirts, trousers, dresses, unstructured jackets, skirts, lingerie and briefs
Prepare workstation, machines and equipment includes the following:	• setting up workbench and seating according to WHS practices • cleaning and checking machines • maintaining records • setting up and adjusting machines according to specifications for work • checking needles, attachments and parts • identifying, reporting or replacing worn needles and parts according to manufacturer instructions
Machines include one or more of the following:	• plain lockstitch sewing machine • three, four or five thread overlocker • zigzag sewing machine • blind hemmers • buttonholers • pocket and collaring machine • elasticators • binders • flat seaming machines
Set-up includes one or more of the following:	• correct thread, needle size and length needle guard, tension setting and attachments • setting machine tension specific to woven and stretch knit fabrics
Operations include one or more of the following:	• sewing techniques specific to stretch and woven fabrics, where the positioning, feeding and handling of work pieces involves discretionary changes, contouring or critical stopping points or involving the special handling skills required to accommodate fabric variations • production of whole garment from specifications or patterns • sample machining • processes required to complete whole garment construction

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Unit Mapping Information

Release 1.1. Data entry errors re listed prerequisites corrected - MSTCL2001 and MSTCL2004 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL3010B Sew woven and stretch knit garments

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL3010 Sew woven and stretch knit garments

Modification History

Release 1.1. Data entry errors re listed prerequisites corrected - MSTCL2001 and MSTCL2004 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL3010B Sew woven and stretch knit garments

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, production specifications
- applying relevant standards
- planning and preparing for product construction
- checking work pieces against pattern or specifications
- preparing workstation and work before commencing sewing operations
- applying appropriate sewing techniques required to construct whole garment form stretch or woven fabric
- sewing at least two (2) garments according to requirements for sewing woven and stretch knit fabrics, quality standards and workplace procedures
- operating one or more machines required for complete operations
- inspecting garment and checking against quality standards, identifying any faults and taking appropriate action to either reject or correct faulty garment and record
- recording preventative action taken to avoid any recurrence of defective garment
- completing production records and packing slips
- directing completed work to next operation or packing section.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- characteristics of a stretch and woven fabrics
- threads and other materials used in garment assembly
- quality standards and practices
- use and maintenance of production machines, including:
  - plain lockstitch sewing machine
  - three, four or five thread overlocker

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  - zigzag sewing machine
  - blind hemmers
  - buttonholers
  - button sewers
  - pocket and collaring machines
  - elasticators
  - binders
- garment requirements:
  - work pieces, accessories and trims
  - pattern
  - production or delivery time requirements
  - stitch finishes
- range of sewing techniques required to construct woven and stretch knit garments
- impact of incorrect sewing techniques on stretch and woven fabrics garment construction
- sequence of operations
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in sewing woven and stretch knit garments, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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MSTCL3011 Contribute to garment production process improvements

Modification History

Release 1. Supersedes and is equivalent to LMTCL3011B Contribute to garment production process improvements

Application

This unit of competency covers the skills and knowledge required to review production processes in garment production and contribute to identifying and implementing improvements.

The unit of competency applies to providing input to improvements in the range of clothing production environments, including volume and custom production.

Improvement contributions may be made to any part of the production process. Work may be self-directed and unsupervised.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to contribute to process improvements**	2.1	Identify key elements of production requirements
		2.2	Review production processes and workplace procedures
		2.3	Identify methods of monitoring production outcomes
		2.4	Assess garment production outcomes against production goals
3	**Identify improvement opportunities**	3.1	Identify opportunities for improvement
		3.2	Make suggestions for improvement
		3.3	Test improvement with appropriate personnel
		3.4	Provide reports, records and recommendations for improvement
		3.5	Identify implications of improving aspects of production process
4	**Implement improvement**	4.1	Identify desired result of improvement and establish method of measuring outcome
		4.2	Identify methods of addressing any possible negative implications and implement
		4.3	Consult with relevant personnel to communicate improvement

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4.4 Implement improvement and monitor outcome to review if it is effective in achieving desired result

4.5 Make adjustments to improvement as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Garment production processes include one or more of the following:

- receiving and processing of fibres or fabric
- identification of fibre and fabric quality
- lay-up and cutting of fabric
- making marker

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- pressing
- specialist machine use, such as binding, moulding and embroidery
- pattern design, modification and development
- sewing, and machine processes
- repairs and alterations
- blocking and shaping
- trimming and finishing
- testing and inspecting
- despatch, storage and packing
- finishing processes
- WHS
- housekeeping
- waste minimisation and disposal

Value chain includes:

- the entire chain of production from raw materials to distribution of final product

Suppliers include one or more of the following:

- suppliers of fibres, fabrics, trims, buttons, zips, thread and components used in garment production
- personnel, specialist support and contractors
- despatch, warehousing and transport operators
- publicity and promotional suppliers
- machinery and equipment suppliers, and repair contractors

Production waste includes one or more of the following:

- unusable materials and off-cuts
- delays
- movement and transport
- poor process design
- inventory
- inefficient performance of a process
- making defective items

Tests include one or more of the following:

- trial
- verify
- pilot
- measure against research

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Appropriate personnel include one or more of the following:	• managers • supervisors • colleagues • specialist staff
Opportunities for improvements include one or more of the following:	• production practice • documentation • supply • despatch • operator practices • safety • quality • housekeeping

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL3011B Contribute to garment production process improvements

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL3011 Contribute to garment production process improvements

Modification History

Release 1. Supersedes and is equivalent to LMTCL3011B Contribute to garment production process improvements

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- reviewing production processes for garments
- identifying methods of monitoring production outcomes
- assessing garment production outcomes against production goals
- identifying and assessing improvement opportunities for at least two (2) elements of the production process
- testing improvements with appropriate personnel and identifying implications of improving aspects of production process
- providing reports, records and recommendations for improvement
- evaluating implications of improvement
- communicating process improvement options
- implementing improvement and monitoring outcome to review if it is effective in achieving desired result
- making adjustments to improvements as required.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- the range of garment production processes
- key elements of garment production process:
  - key customers and their needs and expectations
  - garment production processes and how they contribute to the value chain
  - key suppliers their role in the value chain
  - enterprise quality standards for critical points of production process
  - enterprise production requirements

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- garment production tools, materials and equipment
- production requirements:
  - timing requirements
  - quantity
  - quality
  - specific order requirements
  - procedural requirements
  - work health and safety (WHS) practices
  - personnel
  - resource use
- quality standards applying to garment handling procedures, construction processes and finished product
- improvement relevant to any part of the production process, including production practices, documentation, supply, despatch, operator practices, safety, quality and housekeeping
- impact of incorrect production techniques on garment construction
- workplace communication procedures
- sequence of operations in the production process
- production suppliers and value chain concepts
- quality standards and practices relevant to garment production
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in contributing to garment production process improvements, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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MSTCL3012 Make marker for complicated fabrics and lays

Modification History

Release 1. Supersedes and is equivalent to LMTCL3012B Make marker for complicated fabrics and lays

Application

This unit of competency covers the skills and knowledge required to make markers for complicated fabrics and lays.

The unit of competency applies to marker-making for multiple garments and layers of fabric before lay-up and cutting, in situations involving complex patterns and a variety of fabrics and lays, using computer-aided or manual processes. It may include two-way markers.

It may include directional fabrics and a number of pattern pieces with a variety of shapes, such as shirts, blouses, trousers, jackets, dresses and skirts.

Work involves discretion, initiative and judgement within defined procedures. Manual or computer-aided techniques may be used.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTCL2007 Lay up, mark and cut uncomplicated fabrics and lays

Competency Field

Clothing production

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to make marker**	2.1	Set up and prepare work area and equipment according to workplace procedures
		2.2	Identify marker requirements
		2.3	Collect required pattern pieces and check manually or by computer
3	**Draft lay marker**	3.1	Manipulate pattern pieces and position for most efficient use of fabrics
		3.2	Check pattern grain indication against grain of material
		3.3	Draw up lay marker according to pattern requirements
		3.4	Prepare laying-up instructions according to requirements
4	**Position marker**	4.1	Check marker against order requirements and copy marker either manually or by computer
		4.2	Place marker on lay
		4.3	Check marker and lay alignment and take appropriate action according to job specification

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Work area includes one or more of the following:	• computer workstation • air flow and flotation tables • cutting table • seating
Equipment includes one or more of the following:	• computers and required software • patterns • marker card or paper • fabric

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- marker card or paper
- weights
- clamps

Marker requirements include the following:

- fabric type
- fabric width
- product quantity
- garment sizes
- wastage allowances

Manipulate and position includes one or more of the following:

- manually onto paper
- manually directly onto the fabric
- using appropriate computer software

Fabric includes one or more of the following:

- wovens, such as:
  - denim
  - wool suitings
  - corduroy
  - satins
  - chiffon
  - rayons
- knits such, as:
  - polar fleece
  - double knits
  - single knits
  - tricot
  - directional and checked patterned fabrics

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL3012B Make marker for complicated fabrics and lays

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL3012 Make marker for complicated fabrics and lays

Modification History

Release 1. Supersedes and is equivalent to LMTCL3012B Make marker for complicated fabrics and lays

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting work or job specifications and cutting order as it applies to marker-making
- setting up manual or computer drafting equipment before commencement of marker-making operations
- collecting required pattern pieces and checking manually or by computer
- manipulating pattern pieces using manual or computer techniques to make at least two (2) markers that make most efficient use of fabric involving complex patterns, a variety fabrics and lays
- checking marker against order requirements and copying marker either manually or by computer
- placing marker on lay
- checking marker and lay alignment and taking appropriate action according to job specification.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- marker-making techniques
- garment components
- pattern features
- characteristics of fabrics and other materials used in garment assembly, such as woven fabrics (denim, wool suitings, corduroy, satins, chiffon and rayons) and knits (polar fleece, double knits, single knits and tricot)
- impact on marker of directional fabrics
- computer operations for marker-making, copying and storage
- quality standards and practices

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- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in making marker for complicated fabrics and lays, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL3013 Interpret patterns and apply pattern information

Modification History

Release 1. Supersedes and is equivalent to LMTCL3013B Interpret patterns and apply pattern information

Application

This unit of competency covers the skills and knowledge required to interpret patterns and apply pattern information.

The unit of competency applies to interpreting a variety of pattern styles, using patternmaking terminology and applying the basic principles of pattern making. It includes applying pattern information and specifications to the relevant processes of garment construction.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 **Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Analyse patternmaking process**	2.1	Identify patternmaking terminology and principles of patternmaking
		2.2	Identify block construction as required
		2.3	Identify and analyse patternmaking and pattern-modification processes
		2.4	Analyse impact of patternmaking on production
3	**Interpret patterns**	3.1	Identify pattern pieces and check against pattern chart
		3.2	Identify and interpret pattern markings
		3.3	Identify garment style features, interpret garment requirements and clarify where necessary
		3.4	Interpret pattern information and specifications
4	**Apply pattern information and specifications**	4.1	Apply pattern information and specifications to garment production
		4.2	Check pattern pieces, information and specifications for accuracy throughout garment production process
		4.3	Identify and report garment production faults relating to pattern or pattern information and specifications
		4.4	Complete production documentation as required

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Patternmaking principles include the following:	• dart manipulation • adding fullness • contouring
Pattern chart includes one or more of the following:	• details of pattern pieces • style details • fabric swatches • trade drawing • special pattern information

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Garment style features include three or more of the following:	• garment type • collar • sleeves • yoke • sides • openings • neckline • buttons • seams • zips • gathers • pleats • panels • tucks

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL3013B Interpret patterns and apply pattern information

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL3013 Interpret patterns and apply pattern information

Modification History

Release 1. Supersedes and is equivalent to LMTCL3013B Interpret patterns and apply pattern information

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures and safe work practices, pattern charts
- applying relevant standards
- interpreting and using pattern and garment terminology
- identifying pattern pieces and checking against pattern chart
- identifying and interpreting all pattern markings
- identifying garment style features, interpreting garment requirements and clarifying, where necessary
- applying patternmaking principles to construct patterns for at least two (2) garments according to specifications and workplace quality standards
- checking pattern pieces, information and specifications for accuracy throughout garment production process
- identifying and reporting garment production faults relating to pattern or pattern information and specifications
- completing production documentation as required.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- patternmaking and design terminology
- impact of patternmaking on production
- pattern markings:
  - notches
  - grain line
  - seam lines
  - drill holes
  - darts
  - cutting instructions

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  - style number
  - size
  - seam allowance
  - cutting line
  - stitching line
- style features
- fabric performance characteristics
- quality standards and practices
- sequence of pattern operations
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in interpreting patterns and applying pattern information, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL3014 Interact and communicate with garment production personnel

Modification History

Supersedes and is equivalent to LMTCL3014B Interact and communicate with garment production personnel

Application

This unit of competency covers the skills and knowledge required to interact and communicate with others in the garment production process to ensure production outcomes are achieved.

The unit applies to implementing techniques to interact and communicate effectively with others, including applying knowledge of the information requirements of other production personnel.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to implement workplace communication practices**	2.1	Identify roles of different production personnel
		2.2	Identify routine workplace communication channels and tools, and apply workplace procedures
		2.3	Identify communication protocols of different garment production personnel
		2.4	Identify workplace interaction and communication practices and quality standards
3	**Communicate production-related information**	3.1	Identify objectives and benefits of communicating production-related information effectively
		3.2	Use appropriate communication tools
		3.3	Routinely use language and terminology that is appropriate to production process when interacting with work team, to ensure required meaning is accurately communicated
		3.4	Seek and respond to feedback to ensure communication in relaying production concepts and requirements is effective
		3.5	Seek assistance from appropriate personnel to resolve any difficulties that arise in communication
		3.6	Document outcomes of communication and information received according to workplace procedures and maintain records

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Production personnel include one or more of the following:	• patternmakers • designers • cutters • pressers • despatch personnel • machinists • supervisors
Communication channels and tools	• sketches, drawings, illustrations and photographs

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include one or more of the following:	• samples of fabrics and garments • written descriptions and instructions • specification sheets • storyboards • meetings • computers, internet and email • databases
Protocols include one or more of the following:	• specific formats • timing and content of communication required by others performing related garment production processes
Quality standards include one or more of the following:	• accepted formats for presenting ideas and concepts • standards of presentation for drafts and final versions • layout and content
Objectives of effective communication for production include one or more of the following:	• clarify production processes • suggest improvements to processes, patterns or designs • convey information about production • report difficulties or problems • handover production to next process
Interacting and communicating includes one or more of the following:	• face to face • by telephone • writing
Appropriate personnel includes one or more of the following:	• supervisor • work colleagues • colleagues with specific and relevant expertise

Unit Mapping Information

Supersedes and is equivalent to LMTCL3014B Interact and communicate with garment production personnel

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Links

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Assessment Requirements for MSTCL3014 Interact and communicate with garment production personnel

Modification History

Supersedes and is equivalent to LMTCL3014B Interact and communicate with garment production personnel

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- using appropriate industry terminology and language
- interacting with production personnel to achieve agreed outcomes
- applying an understanding of the objectives of effective communication on production, and roles and information needs of different production personnel on at least two (2) occasions
- using different communication tools and channels as appropriate
- seeking and responding to appropriate feedback to ensure communication in relaying production concepts and requirements is effective
- seeking assistance from appropriate personnel to resolve any difficulties that arise in communication
- documenting outcomes of communication and information received according to workplace procedures, and maintaining records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- workplace communication practices and quality standards
- benefits of effective communication
- accepted ways of communicating information in the workplace
- roles of different production personnel
- ways to effectively manage information
- uses of a variety of communication tools
- quality standards and practices
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in interacting and communicating with garment production personnel, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL4001 Perform sample machining of advanced construction garments

Modification History

Release 3. Supersedes and is equivalent to MSTCL4001 Perform sample machining of advanced construction garments (Release 2)

Prerequisite - MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry **superceded by** MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry

Release 2. Data entry errors re listed prerequisites corrected - MSTCL2001 and MSTCL2004 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL4001A Perform sample machining of bespoke garments

Application

This unit of competency covers the skills and knowledge required to interpret design and advanced construction pattern specifications, and perform sewing operations to complete sample garments.

This unit of competency applies to sample machining of garments involving all sewing operations required to sew a complete design sample featuring advanced construction, and assemble complete garments to design specifications.

Work is independent, with the operator being responsible for own outcomes and may have some responsibility for the work of others.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTCL3002 Prepare and produce a complex whole garment from specifications

MSTFD2006 Use a sewing machine for fashion design

MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry

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Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to machine advanced construction garment**	2.1	Analyse design specifications to identify advanced construction requirements
		2.2	Prepare workstation tools and equipment
		2.3	Examine garment components to ensure that they comply with pattern specifications and make any adjustments as required
		2.4	Determine advanced construction requirements and plan sequence of operations
3	**Sew garment**	3.1	Conduct sewing operations according to requirements of pattern, component detail and design
		3.2	Use all machines required to produce a complete design sample

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	3.3	Control machine speed and work handling for type of operations, fabrics and product
	3.4	Regularly check performance of machine for signs of faulty operation
	3.5	Perform garment embellishment, where necessary, to meet design specifications
	3.6	Finish garment and inspect against design and pattern specifications
	3.7	Record results of inspection of finished garment
4 **Review design and production processes**	4.1	Identify garment construction problems, provide feedback to designers and patternmakers, and document
	4.2	Review production processes to assess timing and task requirements and identify alternative processes to achieve more efficient or effective outcomes
	4.3	Use appropriate communication tools to review sample garment and production with appropriate personnel
	4.4	Document outcomes of communication and maintain records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the	• requirements prescribed by legislation, awards, agreements and conditions of employment

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following:	• SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Garments include one or more of the following:	• commercially tailored garments, such as:
	  • suits
	  • coats
	  • jackets
	  • trousers
	  • skirts
	  • dresses
	  • evening wear

Determine construction requirements include the following:	• analysing pattern to determine machining and assembly requirements • examining fabrics, trims and accessories and preparing items for attachment • clarifying construction or design details with the designer or pattern maker as required • developing plan for garment construction and sequence of operations
Machines include three or more of the following:	• plain lockstitch sewing machine • three, four or five thread overlocker • zigzag sewing machine • blind hemmers • buttonholers • pocket and collaring machines • elasticators

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- binders
- specialist machines, such as binding, moulding and embroidery

Unit Mapping Information

Release 3. Supersedes and is equivalent to MSTCL4001 Perform sample machining of advanced construction garments (Release 2)

Prerequisite - MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry **superceded by** MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry

Release 2. Data entry errors re listed prerequisites corrected - MSTCL2001 and MSTCL2004 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL4001A Perform sample machining of bespoke garments

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL4001 Perform sample machining of advanced construction garments

Modification History

Release 3. Supersedes and is equivalent to MSTCL4001 Perform sample machining of advanced construction garments (Release 2)

Prerequisite - MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry **superceded by** MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry

Release 2. Data entry errors re listed prerequisites corrected - MSTCL2001 and MSTCL2004 replaced with MSTFD2006. Equivalent.

Release 1. Supersedes and is equivalent to LMTCL4001A Perform sample machining of bespoke garments

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, design specifications
- applying relevant standards
- preparing and setting up machines and determining all construction requirements
- operating and maintaining at least three (3) types of machines required for complete operations
- performing a range of sewing operations, where the positioning, feeding and handling of work pieces involves discretionary changes, contouring or critical stopping points, and where special handling skills are required to accommodate fabric variations
- completing all operations to sew at least two (2) complex whole advanced construction garments that include multiple pieces, such as sleeves, collars and trims according to garment requirements, quality standards and required operations
- controlling machine speed and work handling for type of operations, fabrics and product type according to workplace procedures
- performing embellishment, where required, and finishing garment to meet design specifications
- inspecting garment construction problems, providing feedback to designers and patternmakers and documenting
- reviewing production processes, identifying alternative processes to achieve more efficient or effective outcomes, and using appropriate communication tools to review sample garment and production with appropriate personnel
- documenting outcomes of communication and maintaining records.

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Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- characteristics of a variety of fabrics, threads and other materials used in garment assembly
- design specifications for advanced construction garments, such as:
  - type of garment
  - style requirements
  - fit model specifications
  - sizing
  - design restrictions or conditions
  - trims and accessories
  - fabric
- sequence of operations to produce a completed sample product
- operation of variety of production machines required to complete garment assembly
- construction specifications, such as:
  - multiple interfacings
  - tailored collars
  - cut-in pockets
  - vents
  - linings
  - wide range of commonly used and specialised fabrics
- machine set-up:
  - clean machines
  - set up and adjust machines according to specifications for work
  - check needles, attachments and parts
  - identify worn needles and parts and report or replace according to manufacturer instructions
- hand embellishment techniques, such as:
  - beading
  - smocking
  - embroidery stitches
  - fabric manipulation
- machine embellishment, such as:
  - quilting
  - pintucking
  - shirring
  - machine embroidery
  - appliqué

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    - lace insertion
- garment finishing, such as:
    - trimming loose threads
    - checking
    - spotting
    - sorting
    - hand or machine sewing buttons or fasteners
    - hand or machine sewing hems
    - securing lining
    - sewing and cutting buttonholes
    - attaching accessories or trims
    - attaching tickets and labels
    - bundling
- communication with appropriate personnel:
    - managers
    - colleagues
    - specialist staff
    - designers
    - patternmakers
    - production supervisors
- quality practices
- workplace procedure
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in performing sample machining of advanced construction items, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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MSTCL4002 Assemble and fit commercially tailored or bespoke garments

Modification History

Release 1. Supersedes and is equivalent to LMTCL4002A Assemble and fit commercially tailored or bespoke garments

Application

This unit of competency covers the skills and knowledge required to assemble and fit commercially tailored or bespoke garments.

The unit applies to work that requires discretion and judgement, for both self and others, in planning and selecting processes, procedures and outcomes in response to a tailored or bespoke garment brief. It includes pinning and sewing of fabric pieces, initial assembly, sewing whole garment, fitting and modifying the garment as required to meet customer requirements. It also involves hand sewing, completing trims and undertaking alterations as required to confirm correct sizing, look and wearer comfort.

Degree of complexity may vary depending on the characteristics of the fabrics being used and intricacy of design.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to fit bespoke garments**	2.1	Pin and sew together fabric pieces and linings, as required, and hang appropriately in readiness for assembly
		2.2	Conduct first fitting with the client and make changes, as required
		2.3	Use effective communication strategies to interact with client and respond to client feedback with discretion
3	**Assemble garment**	3.1	Sew together pieces to form the whole garment in accordance with pattern specifications and workplace procedures
		3.2	Press garment in accordance with requirements
		3.3	Assess second fitting of garment with client
		3.4	Determine any modifications needed in consultation with the client
4	**Finish garment and conduct final**	4.1	Undertake alterations, where relevant
		4.2	Assess hand sewing and apply trims in accordance with

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fitting		design requirements and quality criteria
	4.3	Finish garment to meet specifications and attach appropriate labels
	4.4	Conduct final fitting to ensure client satisfaction and to confirm correct sizing, look and wearer comfort
	4.5	Prepare all relevant paperwork and documentation in accordance with workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Tailored garments include one or more of the following:	• suits • coats • jackets • trousers • skirts • dresses
Communication strategies include the following:	• effective verbal and non-verbal communication • oral, written and visual communication • active listening • positive language • recognising and adapting to cultural differences • negotiation and conflict resolution skills

Garment assembly includes the following:	• using appropriate machine, such as:
	  • plain lockstitch sewing machine
	  • three, four or five thread overlocker
	  • zigzag sewing machine
	• hand sewing
	• applying trims

Quality criteria includes the following:	• proportion • perspective • symmetry and balance • detailing • neatness

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL4002A Assemble and fit commercially tailored or bespoke garments

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL4002 Assemble and fit commercially tailored or bespoke garments

Modification History

Release 1. Supersedes and is equivalent to LMTCL4002A Assemble and fit commercially tailored or bespoke garments

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- preparing and assembling pieces for at least two (2) types of garment
- conducting first, second and final fittings to meet client specifications and correct fit on at least two (2) occasions
- performing alterations
- hand and machine sewing and applying trims to achieve quality criteria
- communicating effectively with clients
- finishing garment to meet specifications and attaching appropriate labels
- conducting final fitting to ensure client satisfaction and to confirm correct sizing, look and wearer comfort
- preparing all relevant paperwork and documentation in accordance with workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- garment construction
- assembly methods using machining and hand sewing
- fabric properties and their characteristics
- quality practices
- interpersonal communication
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in assembling and fitting tailored or bespoke garments, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL4003 Measure, lay up and cut custom-made garments

Modification History

Release 1. Supersedes and is equivalent to LMTCL4003A Measure, lay-up and cut custom-made garments

Application

This unit of competency covers the skills and knowledge required to perform cutting to order for one-off single lays within the clothing industry.

This unit applies to measuring, laying-up and cutting material to produce custom-made garments. The unit includes skills and knowledge to assess all relevant body characteristics and determine, measure and interpret relevant body measurements. Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes.

The degree of complexity may vary depending on characteristics of the fabrics being used and intricacy of design. Measuring and laying up tasks may be associated with operations where size, shape and cost of fabric are significant. The unit includes skills and knowledge to select or modify the pattern and perform cutting to meet design requirements and any special needs of the client.

Measuring, cutting and pattern selection or alteration may be combined in made to measure specialist order cutting.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to cut custom-made garments**	2.1	Obtain relevant body measurements of client
		2.2	Interpret garment measurements to suit special body characteristics of client
		2.3	Consult client to confirm design and pattern requirements
		2.4	Determine preferred fabric and incorporate special needs of the client into the design, where required
		2.5	Chalk design into the pattern or select/modify the pattern to meet the requirements
3	**Lay up and cut material**	3.1	Check material for quality, faults, width, selvedges, dye lot and marking requirements
		3.2	Lay up material and check alignment to ensure conformance to specifications
		3.3	Cut material to meet design requirements and measurements of the pattern
		3.4	Prepare all relevant paperwork and documentation in accordance with workplace procedures

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Body measurements include one or more of the following:	• height and weight • reference points, such as nape, waist point, seat vertex, abdomen vertex, carpus, neck base, upper sternum, bust point and pelvic bone • levels, such as crown, shoulder, armscye, bust or chest, waist, hip, crotch and knee • girth measurements, such as waist, bust or chest, hip, high hip, upper and under bust, head circumference, upper arm, wrist, thigh, calf, ankle, heel/instep • horizontal measurements, such as shoulder, shoulder breadth,

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	across front, across back and bust point to bust point • vertical measurements, such as nape to centre back waist, nape to neck base, nape to bust or chest, nape to waist, nape to wrist, centre front waist to floor, centre back waist to floor, right-hand side waist to floor, left-hand side waist to floor, waist to hip, inside leg, body rise, arm length, and neck length • cup size • shoe size • seat prominence • thigh • knee • instep • calf • posture
Body characteristics include one or more of the following:	• genetic, developmental and structural influences • shape classifications, such as hourglass, rectangular, pea and inverted triangle • anthropometric classifications (somatotypes) • shoulder slope (raised, normal and sloping) • body sway and postural asymmetry (according to lower and upper body) • proportions (tall, short or average, short or long-waisted and mid-body shortness)
Lay-up and cut material includes the following:	• laying-up tasks associated with laying-up operations where size, shape and cost of fabric are significant • measuring, cutting and pattern selection or alteration combined in custom-made specialist order cutting

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL4003A Measure, lay-up and cut custom-made garments

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL4003 Measure, lay up and cut custom-made garments

Modification History

Release 1. Supersedes and is equivalent to LMTCL4003A Measure, lay-up and cut custom-made garments

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- obtaining accurate measurements from at least two (2) clients
- interpreting garment measurements to suit special body characteristics of client, on at least two (2) occasions
- determining preferred fabric and incorporating special needs of the client into the design, where required
- consulting and communicating effectively with the client for the presentation of ideas and designs and ensuring design is suitable for client
- chalking design into the pattern or selecting/modifying the pattern to meet the requirements
- checking material for quality, faults, width, selvedges, dye lot and marking requirements
- laying-up and aligning material with pattern
- cutting material to meet design requirements and measurements of the pattern
- preparing all relevant paperwork and documentation in accordance with workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- garment construction
- assembly methods
- fabric properties such as weight, shrinkage, pile, grain and pattern shapes
- the importance of the selvedge and bias of fabrics and their characteristics
- interpersonal communication
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in measure, lay-up and cut custom-made garments, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTCL4004 Determine and perform garment maintenance or repair

Modification History

Release 1. Supersedes and is equivalent to LMTCL4004A Determine and perform garment maintenance or repair

Application

This unit of competency covers the skills and knowledge required to assess garments for maintenance or repair and to undertake the required maintenance and repairs.

This unit of competency applies to the range of repairs that typically apply in specialised garment repair situations, where the complexity and degree of responsibility will be dependent on the size of the enterprise and internal work organisation.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Clothing production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to perform maintenance or repair**	2.1	Assess or examine garment to determine requirements for maintenance or repair
		2.2	Calculate costs to determine feasibility of repair
		2.3	Prepare garment in appropriate manner for maintenance or repair
		2.4	Assemble materials and equipment required for the task
3	**Undertake maintenance or repair**	3.1	Assess or organise cleaning or laundering of garment, where necessary
		3.2	Repair garment to restore garment to optimum condition in accordance with workplace procedures
		3.3	Prepare garment for storage, where appropriate
		3.4	Maintain records and prepare reports, where necessary, in accordance with workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Maintenance includes one or more of the following:	• spot cleaning • determining dry cleaning or laundering requirements • preparation for storage
Repair includes one or more of the following:	• invisible mending • complex repairs

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTCL4004A Determine and perform garment maintenance or repair

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTCL4004 Determine and perform garment maintenance or repair

Modification History

Release 1. Supersedes and is equivalent to LMTCL4004A Determine and perform garment maintenance or repair

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- assessing at least ten (10) garments or fabric types and determining required maintenance or repair
- calculating costs
- assessing or organising cleaning or laundering of garment, where necessary
- repairing and restoring at least ten (10) garments or fabric types to optimum condition, using a range of maintenance and repair techniques, in accordance with workplace procedures
- preparing garment for storage, where appropriate

maintaining records and preparing reports, where necessary, in accordance with workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- characteristics of fibres and fabrics
- variety of fabrics/materials and how they react to laundering, dry cleaning or spot cleaning
- appropriate testing procedures
- cleaning agents and the effect they have on a range of fabrics/materials, including those that are fragile and easily damaged
- garment repair techniques and their application
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in garment maintenance and repair, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTDC2001 Provide customer service in a dry cleaning or laundry enterprise

Modification History

Release 1. Supersedes and is equivalent to LMTDC2001A Provide customer service in a dry cleaning or laundry enterprise

Application

This unit of competency covers the skills and knowledge required to provide service to dry cleaning or laundry customers. It applies to interacting with customers to identify and satisfy customer requirements, including referral to appropriate personnel where applicable.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Dry cleaning and laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Establish customer requirements**	2.1	Seek information from customer to determine the service they require
		2.2	Outline available services with the customer and discuss specific options for dry cleaning or laundry needs, where necessary
		2.3	Identify situations that need additional assistance and refer customer to appropriate service
		2.4	Determine service charges and confirm with customer
3	**Interact with customer to process required service**	3.1	Identify or confirm article, fabric and dry cleaning or laundry requirements
		3.2	Complete instructions, including special attention tags, to identify article and cleaning requirements
		3.3	Process customer records and reference dockets, including record of damage and missing trim
		3.4	Hang articles or store, ready for dry cleaning or laundry
		3.5	Retrieve cleaned article and do a final check to ensure customer requirements have been met
		3.6	Present article to customer and process transaction through point of sale equipment according to workplace practices
		3.7	Use effective interpersonal communication skills
4	**Handle customer complaints**	4.1	Acknowledge any customer complaints and clarify specific difficulties
		4.2	Propose options to resolve complaints and negotiate a suitable solution with customer

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4.3 Notify relevant staff and identify strategies to avoid or resolve complaints

4.4 Use effective communication skills to demonstrate respect for cultural differences in the workplace

4.5 Refer customer to other sources if they need further assistance

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS requirements

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDC2001A Provide customer service in a dry cleaning or laundry enterprise

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDC2001 Provide customer service in a dry cleaning or laundry enterprise

Modification History

Release 1. Supersedes and is equivalent to LMTDC2001A Provide customer service in a dry cleaning or laundry enterprise

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- greeting customer and determining dry cleaning or laundry requirements
- dealing with customer to complete transactions, including operating associated equipment on at least two (2) occasions
- conducting final check of articles
- identifying other sources of assistance
- negotiating solutions to problem situations, service complaints and enquiries
- recognising and adapting to cultural differences in the workplace, including modes of behaviour and interactions
- complying with relevant federal and state or territory legislative or regulatory requirements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- workplace or store policies and procedures
- Australian Standards that govern dry cleaning and laundry operations
- range of available services
- care and maintenance procedures for articles
- point of sale techniques
- quality practices
- effective communication skills
- problem solving and negotiation strategies
- workplace practices
- practices for recording and reporting
- federal and state or territory legislative or regulatory requirements.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in providing customer service in a laundry or dry cleaning enterprise, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDC2002 Conduct safe handling of dry cleaning chemicals and solvents

Modification History

Release 1. Supersedes and is equivalent to LMTDC2012A Conduct safe handling of dry cleaning chemicals and solvents

Application

This unit of competency covers the skills and knowledge required to handle and work with dry cleaning chemicals and solvents commonly used in dry cleaning operations.

This unit of competency applies to operators who prepare, use and store dry cleaning chemicals and solvents when performing dry cleaning operations.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Dry cleaning operations and laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to use dry cleaning chemicals and solvents**	2.1	Access information on dry cleaning chemicals and solvents
		2.2	Identify personal responsibilities in working with cleaning chemicals
		2.3	Interpret common terminology in safety data sheets (SDS) for cleaning chemicals
		2.4	Identify procedures for using chemicals in a cost-effective manner
3	**Identify chemical control measures**	3.1	Identify risks associated with cleaning chemicals and operator use
		3.2	Identify measures for controlling risks
		3.3	Implement correct procedures for calculating quantities and measuring cleaning chemicals
		3.4	Identify local procedures to document procedures and respond to environmental considerations
4	**Apply safe handling of dry cleaning chemicals and solvents**	4.1	Ventilate work area and eliminate ignition sources
		4.2	Identify cleaning chemicals, measure, handle and store according to WHS practices and workplace procedures
		4.3	Safely operate machinery and equipment associated with use of cleaning chemicals
		4.4	Report WHS issues, faults or emergencies to relevant personnel
		4.5	Demonstrate procedures to act upon accidents and

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emergencies according to procedures for the cleaning chemical

4.6 Maintain work area and dispose of cleaning chemicals according to regulatory requirements, environmental considerations and SDS recommendations

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Access information on dry cleaning chemicals and solvents includes the following:

- identifying relevant regulations and codes of practice relating to the control of hazardous substances
- assessing workplace information and workplace procedures regarding the safe handling of cleaning

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	chemicals • identifying chemicals and their characteristics • differentiating between toxic agents, corrosives, reactives, and flammables and combustibles
Dry cleaning chemicals and solvents include one or more of the following:	• perchlorethylene • white spirit • hydrocarbon • liquid silicon • detergent • chlorine bleach • oxybleach • builder • starch • fabric conditioner • laundry sour • caustic alkali
Workplace information includes the following:	• SDS for hazardous substances • workplace procedures • signage and labelling • verbal instruction
Risks include one or more of the following:	• mixing of chemicals • spills and leaks in the workplace • chemical fires • exposure to perchlorethylene or other cleaning chemicals via absorption • inhalation or ingestion

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDC2012A Conduct safe handling of dry cleaning chemicals and solvents

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Assessment Requirements for MSTDC2002 Conduct safe handling of dry cleaning chemicals and solvents

Modification History

Release 1. Supersedes and is equivalent to LMTDC2012A Conduct safe handling of dry cleaning chemicals and solvents

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- identifying risks and control measures
- complying with industry regulations and codes of practice that govern the control of chemicals in the workplace
- differentiating between toxic agents, corrosives, reactives, and flammables and combustibles
- locating and interpreting safety data sheets (SDS) and other available safety information on dry cleaning chemicals
- identifying procedures for responding to accidents, incidents and emergencies according to procedures for the cleaning chemical
- accurately identifying and measuring dry cleaning chemicals for at least five (5) different garment types
- using personal protective equipment (PPE)
- demonstrating procedures to act upon accidents and emergencies according to procedures for the cleaning chemical
- transferring, storing and disposing of cleaning chemicals safely and with respect to environmental considerations
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of PPE
- Australian Standards, industry regulations and codes of practice that govern the control of chemicals in the workplace
- characteristics of different chemicals and solvents used in the dry cleaning industry: toxic agents, corrosives, reactives, and flammables and combustibles
- workplace procedures relating to dry cleaning chemical use
- personal responsibilities in the control of dry cleaning chemicals in the workplace:
  - following work health and safety (WHS) procedures

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  - following workplace procedures
  - following environmental procedures
  - reporting incidents
  - using PPE
- risks of exposure to chemicals by absorption, inhalation and ingestion
- health risks arising from exposure to cleaning chemicals
- the meaning of common SDS terms
- risks associated with operating machinery or equipment that use cleaning chemicals
- procedures for the safe and cost-effective measuring and mixing of chemicals and other agents
- workplace procedures for reporting emergencies or WHS issues, control of chemical spills and fires, hazard identification and control measures
- reporting and documentation requirements.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in conducting safe handling of dry cleaning chemicals and solvents, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDC2003 Identify pre- and post-spotting requirements

Modification History

Release 1. Supersedes and is equivalent to LMTDC2011A Identify pre- and post-spotting requirements

Application

This unit of competency covers the skills and knowledge required to recognise and identify types of stains and other marks on articles or garments, and determine and document spotting treatment requirements.

This unit of competency applies to operators who are responsible for identifying types of stains and other marks that require spotting prior to and after dry cleaning, and determining the required spotting procedure. This unit does NOT cover skills required for implementing spotting procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Dry cleaning operations and laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Determine spotting requirements**	2.1	Follow required steps to identify the type of stain or mark
		2.2	Identify fabric characteristics and type of stain
		2.3	Read and interpret relevant workplace procedures and instructions
		2.4	Determine spotting agents and procedures that are appropriate to the stain, fibre and fabric, and dye and colour characteristics
3	**Communicate spotting requirements**	3.1	Document spotting requirements and communicate to customer or work personnel
		3.2	Label article and forward it for spotting treatment

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of

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the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Types of stain include one or more of the following:	• organic or non-organic • dye stains • albumin stains • protein stains • vegetable adhesives • mustard • tomato sauce • wine
Procedures for identifying the type of stain include the following:	• considering the information provided by the customer • identifying the colour of the stain • identifying the feel or odour of the stain

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDC2011A Identify pre- and post-spotting requirements

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDC2003 Identify pre- and post-spotting requirements

Modification History

Release 1. Supersedes and is equivalent to LMTDC2011A Identify pre- and post-spotting requirements

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- recognising fibres, fabric types, dyes and colour categories
- recording non-removable stains and defects
- identifying at least five (5) different kinds of stains and marks on a variety of common fabrics, and their appropriate removal procedures to suit the stain, fibre and fabric, and dye and colour characteristics
- maintaining quality requirements for each stage of the process
- communicating and documenting spotting requirements to customer and work personnel
- complying with relevant federal and state or territory legislative or regulatory requirements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards that govern dry cleaning and laundry operations
- characteristics of fibres, fabrics, dyes or colours and the effects of the spotting procedure
- stain identification procedures, including steps to be followed
- types of special spotting agents
- wet-side and dry-side agents:
  - sodium thiosulphate
  - formic acid
  - oxalic acid
  - iodine
  - acetone
  - methyl alcohol
  - oxidising and reducing bleaches
  - digestion agents

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    - solvents
    - detergents
- spotting techniques
- environmental aspects related to workplace and machine or equipment operation and manual handling
- quality practices
- workplace practices
- processes to communicate and document spotting requirements to customer and work personnel
- federal and state or territory legislative or regulatory requirements.

Assessment Conditions

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards that govern dry cleaning and laundry operations
- characteristics of fibres, fabrics, dyes or colours and the effects of the spotting procedure
- stain identification procedures, including steps to be followed
- types of special spotting agents
- wet-side and dry-side agents:
- sodium thiosulphate
- formic acid
- oxalic acid
- iodine
- acetone
- methyl alcohol
- oxidising and reducing bleaches
- digestion agents
- solvents
- detergents
- spotting techniques
- environmental aspects related to workplace and machine or equipment operation and manual handling
- quality practices
- workplace practices
- processes to communicate and document spotting requirements to customer and work personnel
- federal and state or territory legislative or regulatory requirements.

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Links

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MSTDC2004 Operate dry cleaning machines

Modification History

Release 1. Supersedes and is equivalent to LMTDC2004A Operate dry cleaning machines

Application

This unit of competency covers the skills and knowledge required to load articles into machines, monitor procedures and process articles according to specifications and quality requirements.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Dry cleaning and laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for dry cleaning**	2.1	Identify production schedule and work load priorities to plan work
		2.2	Determine dry cleaning machine loads by counting, weight, volume or classification
		2.3	Determine correct load size or weight by reading indicator scales
		2.4	Follow dry cleaning machine operator instructions and schedules for a given process or article
		2.5	Complete records according to workplace practices
3	**Operate dry cleaning machine**	3.1	Load machine with correct weight for machine according to garment classification, manufacturer specifications, workplace procedures and WHS practices
		3.2	Select program for load type or classification
		3.3	Select additive dispensing and prepare for dosing system, where relevant
		3.4	Operate machine in accordance with operating instructions
		3.5	Monitor additives and dosing for correct operation and report faults, where appropriate
		3.6	Monitor machine operation and dry cleaning procedures
		3.7	Unload garments using correct manual handling techniques
		3.8	Complete records
4	**Finalise and review dry cleaning**	4.1	Check dry cleaning machine operation for correct operation
		4.2	Report machine operational faults

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4.3	Review processes to optimise environmental protection, waste disposal, pollution control and recycling
4.4	Hang articles or sort and inspect for stains or further treatment, according to finishing requirements and quality standards
4.5	Direct garments to correct area for finishing

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Dry cleaning machines include one or more of the following:	• microprocessor • computer-controlled

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDC2004A Operate dry cleaning machines

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDC2004 Operate dry cleaning machines

Modification History

Release 1. Supersedes and is equivalent to LMTDC2004A Operate dry cleaning machines

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- following production schedules and work load priorities
- selecting appropriate program and monitoring operations and equipment on at least two (2) occasions
- determining dry cleaning machine loads by counting, weight, volume or classification on at least two (2) occasions
- loading machine appropriately and selecting appropriate additives on at least two (2) occasions
- using correct manual handling techniques
- using and handling additives and chemicals safely
- optimising environmental protection, waste disposal, pollution control and recycling
- hanging articles, sorting and inspecting for stains or further treatment, according to finishing requirements and quality standards, and directing garments to correct area for finishing
- maintaining records
- complying with relevant federal and state or territory legislative or regulatory requirements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- workplace or store policies and procedures
- Australian Standards that govern dry cleaning and laundry operations
- range of available services
- care and maintenance procedures for articles
- safe handling and use of additives and chemicals:
  - perc spirit
  - hydrhlorethylene
  - whiteocarbon

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  - liquid silicon
  - detergent
  - chlorine bleach
  - oxybleach
  - builder
  - starch
  - fabric conditioner
  - laundry sour
  - caustic alkali
- machine operation, program selection and monitoring procedures
- level of operator maintenance for between load servicing
- characteristics and hazards of additives and dosing systems
- environmental aspects related to workplace, and machine or equipment operation
- practices for recording and reporting
- federal and state or territory legislative or regulatory requirements.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in operating dry cleaning machines, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDC2005 Operate wet cleaning machines

Modification History

Release 1. Supersedes and is equivalent to LMTDC2005A Operate wet cleaning machines

Application

This unit of competency covers the skills and knowledge required to load articles into water-based cleaning machines, monitor procedures and process to specifications and quality requirements.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Dry cleaning and laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for wet cleaning**	2.1	Identify production schedule and work load priorities to plan work
		2.2	Determine machine and equipment loads by weight or classification
		2.3	Determine size of load by weighing and reading indicator scales
		2.4	Follow wet cleaning machine operator instructions and schedules for a given process or article
		2.5	Complete records according to workplace procedures and instructions
3	**Operate wet cleaning machine**	3.1	Load machine with correct weight for machine according to product classification manufacturer specifications, workplace procedures and WHS practices
		3.2	Determine wet cleaning program for type of wash
		3.3	Select water levels and temperature for load type
		3.4	Add appropriate additives to machine
		3.5	Operate machine in accordance with operating instructions
		3.6	Prepare additives and dosing system and monitor for correct operation and report faults
		3.7	Unload articles using correct manual handling techniques
		3.8	Complete records
4	**Finalise and review wet cleaning**	4.1	Check machine operation for correct water, temperature and additives levels, and program operation
		4.2	Report washing machine operational faults

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4.3 Monitor discharge from washing machine to optimise environmental protection and waste disposal

4.4 Hang articles or sort and inspect for stains or further treatment, according to finishing requirements and quality standards

4.5 Direct articles to correct area for finishing, drying or further processing

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Machine and equipment includes one or more of the

- microprocessor
- computer controlled

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following:

- small wet cleaning machines in the 2.5 to 25 kg capacity range
- weighing machines

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDC2005A Operate wet cleaning machines

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDC2005 Operate wet cleaning machines

Modification History

Release 1. Supersedes and is equivalent to LMTDC2005A Operate wet cleaning machines

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- following production schedules and work load priorities, and wet cleaning machine operator instructions and schedules for a given process or article on at least two (2) occasions
- selecting appropriate program and monitoring operations and equipment on at least two (2) occasions
- loading machine appropriately and selecting appropriate additives on at least two (2) occasions
- using correct manual handling techniques
- using and handling additives and chemicals safely
- checking garments for quality
- monitoring discharge from washing machine to optimise environmental protection and waste disposal
- hanging articles or sorting and inspecting for stains or further treatment, according to finishing requirements and quality standards
- directing articles to correct area for finishing, drying or further processing
- maintaining records.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- following production schedules and work load priorities, and wet cleaning machine operator instructions and schedules for a given process or article on at least two (2) occasions
- selecting appropriate program and monitoring operations and equipment on at least two (2) occasions
- loading machine appropriately and selecting appropriate additives on at least two (2) occasions

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- using correct manual handling techniques
- using and handling additives and chemicals safely
- checking garments for quality
- monitoring discharge from washing machine to optimise environmental protection and waste disposal
- hanging articles or sorting and inspecting for stains or further treatment, according to finishing requirements and quality standards
- directing articles to correct area for finishing, drying or further processing
- maintaining records.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in operating wet cleaning machines, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDC2006 Operate finishing equipment

Modification History

Release 1. Supersedes and is equivalent to LMTDC2006A Operate finishing equipment

Application

This unit of competency covers the skills and knowledge required to finish dry cleaned articles ready for despatch.

This unit of competency applies to finishing dry cleaned articles, machine operation, monitoring and inspection procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Dry cleaning and laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Operate finishing equipment**	2.1	Perform procedures for start-up and stopping of finishing equipment
		2.2	Check schedules to ensure finishing operations meet workplace requirements for quality and quantity
		2.3	Classify, sort and prepare articles according to finishing and re-work requirements
		2.4	Place articles into or on finishing equipment and operate equipment in accordance with workplace requirements for quality and quantity
		2.5	Monitor machines and adjust for correct operation in accordance with manufacturer specifications, WHS practices and environmental protection
		2.6	Report machine problems or faults outside area of responsibility to relevant personnel
3	**Finalise and review finishing**	3.1	Inspect articles against quality standards
		3.2	Return articles not meeting quality standards for re-processing
		3.3	Identify damaged or torn articles for repair or return in accordance with workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Operate includes one or more of the following:

- manual handling techniques
- safe use of machines and related equipment
- reporting procedures for faults and safety checks
- production requirements

Finishing equipment includes one or more of the following:

- air operated
- microprocessor controlled
- finishing equipment
- steam tunnel
- trouser topper
- trouser legger
- puff iron
- air and steam finisher
- hand iron
- hot head press
- utility press

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDC2006A Operate finishing equipment

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Links

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Assessment Requirements for MSTDC2006 Operate finishing equipment

Modification History

Release 1. Supersedes and is equivalent to LMTDC2006A Operate finishing equipment

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- following production schedules and work load priorities
- selecting, operating and monitoring at least two (2) types of finishing equipment for two (2) different types of garments
- maintaining quality requirements for each stage of the process
- identifying articles that are damaged, torn, or require reprocessing
- using correct manual handling techniques
- using and handling additives and chemicals safely
- checking garments for quality
- complying with relevant federal and state or territory legislative or regulatory requirements

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards that govern dry cleaning and laundry operations
- range of available services
- finishing equipment and their applications
- machine operation, monitoring, and adjustment procedures
- fibres and fabrics and the effects of heat and steam
- level of operator maintenance
- inspection processes
- environmental aspects of related to workplace and machine, or equipment operation and manual handling
- quality practices
- federal and state or territory legislative or regulatory requirements.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in operating finishing equipment, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDC2007 Receive and sort articles for cleaning

Modification History

Release 1. Supersedes and is equivalent to LMTDC2007A Receive and sort articles for cleaning

Application

This unit of competency covers the skills and knowledge required to receive and sort articles, such as garments and linen, and ensure that no foreign object or contaminant is included.

This unit of competency applies to recording and classifying articles for dry cleaning or laundry purposes and may include garments, linen or other fabric products.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Work should comply with Australian Standard *AS/NZS 4146:2000 Laundry practice*.

Pre-requisite Unit

Nil

Competency Field

Dry cleaning operations and laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Receive and classify articles**	2.1	Receive articles, record and identify according to industry procedures
		2.2	Record any existing damage, missing components or other related detail
		2.3	Interpret and apply product handling procedures and instructions
		2.4	Identify articles to be processed from manufacturer labels and care labelling or workplace testing procedures
		2.5	Classify articles according to their colour, care requirements and fabric type
		2.6	Provide customer service and use related equipment for stock management and financial transaction processes, as required, according to workplace procedures
3	**Prepare articles for cleaning**	3.1	Identify, safely remove and dispose of foreign objects and lost property according to environmental protection, waste disposal, recycling and workplace procedures
		3.2	Apply preparation procedures for the correct handling of articles
		3.3	Note any special requirements and take these into account during the preparation
		3.4	Transfer relevant information to appropriate people
		3.5	Use machinery and equipment to prepare articles, including special requirements, and operate correctly

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Articles for cleaning include one or more of the following:	• clothing, garments or fabric accessories • kitchen linen • hospitality linen • other fabric products
Industry procedures include one or more of the following:	• receiving and sorting according to requirements in *AS/NZS 4146:2000 Laundry practice* • handling procedures for hospital linen, heavily soiled or contaminated industrial items and other item requiring special care
Product handling	• handling of foreign objects

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procedures:	• dealing with lost property • manual handling of garments • processing of payments • handling of damaged and missing components • safety procedures, including the use of protective clothing
Machines and equipment include one or more of the following:	• towel unwinding machines • tying machines • marking equipment • overhead rail and bagging systems • conveyor systems • automatic bin counting systems • stock management and financial transaction equipment

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDC2007A Receive and sort articles for cleaning

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDC2007 Receive and sort articles for cleaning

Modification History

Release 1. Supersedes and is equivalent to LMTDC2007A Receive and sort articles for cleaning

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- reading care labels and recognising colours, fabric types and fragility of fabrics to identify correct classification and care requirements
- preparing a range of articles and fabric types with different care needs for dry cleaning or laundering on at least two (2) occasions
- completing work systematically with attention to detail without damage to goods and equipment
- using related equipment and providing customer service and stock management and financial transaction processes according to workplace procedures, as required
- identifying, safely removing and disposing of foreign objects and lost property according to environmental protection, waste disposal, recycling and workplace procedures
- operating machinery and equipment to prepare articles, including special requirements
- maintaining accurate records
- complying with relevant federal and state or territory legislative or regulatory requirements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards that govern dry cleaning and laundry operations
- range of processes available
- care and maintenance procedures for articles:
  - clothing, garments or fabric accessories
  - kitchen linen
  - hospitality linen
  - other fabric products
- customer service and cash handling procedures
- environmental aspects related to workplace operation and manual handling

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- infection control procedures
- classifying processes
- fabric characteristics and care requirements
- quality practices
- workplace practices
- practices for recording and reporting
- *AS/NZS 4146:2000 Laundry practice.*

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in receiving and sorting articles for cleaning, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDC2008 Carry out final inspection of articles

Modification History

Release 1. Supersedes and is equivalent to LMTDC2008A Carry out final inspection of articles

Application

This unit of competency covers the skills and knowledge required for final checking and inspection of articles to ensure customer requirements and quality has been met.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Dry cleaning and laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Inspect articles for quality outcomes**	2.1	Inspect articles against quality and workplace standards
		2.2	Rectify minor problems, such as lint removal
		2.3	Return articles not meeting quality standards for spotting, repressing or repair
		2.4	Rectify articles requiring minor repair, report or otherwise attend to
3	**Inspect articles for special requirements**	3.1	Check special attention tags and inspect article conforms with requirements
		3.2	Inspect special articles to ensure they meet quality requirements
		3.3	Inspect articles to ensure they are correctly packaged
		3.4	Return articles not meeting required standards for further attention
		3.5	Inform team members of quality issues

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures	• requirements prescribed by legislation, awards, agreements and conditions of employment

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include one or more of the following:	• SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Articles for inspection include one or more of the following:	• clothing, garments or fabric accessories • kitchen linen • hospitality linen • other fabric products

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDC2008A Carry out final inspection of articles

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDC2008 Carry out final inspection of articles

Modification History

Release 1. Supersedes and is equivalent to LMTDC2008A Carry out final inspection of articles

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- inspecting a range of articles of different types and materials to check compliance with standards on at least two occasions
- interpreting special attention tags
- determining procedure to complete a range articles (e.g. spotting, repressing and repair) to standards
- communicating with team members to report quality issues as needed
- complying with environmental protection, waste disposal, pollution control and recycling requirements
- complying with relevant federal and state or territory legislative or regulatory requirements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards that govern dry cleaning and laundry operations
- inspection processes and requirements
- procedures for finishing and completion of articles:
  - clothing, garments or fabric accessories
  - kitchen linen
  - hospitality linen
  - other fabric products
- problem-solving techniques
- safety and environmental aspects of workplace operation and manual handling
- quality practices
- workplace practices
- practices for recording and reporting
- *AS/NZS 4146:2000 Laundry practice.*

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in laundry and dry cleaning checking, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDC2009 Identify fabric and garment cleaning requirements

Modification History

Release 1. Supersedes and is equivalent to LMTDC2010A Identify fabric and garment cleaning requirements

Application

This unit of competency covers the skills and knowledge required to identify fabric handling requirements from care labelling instructions.

The unit of competency applies to interpreting care labelling instructions on fabric and garments and determining implications for cleaning and handling.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

Care labelling practices and procedures followed in this unit are in accordance with current standards published by the Australian Standards, and are mandatory under the Competition and Consumer Act 2010.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Dry cleaning and laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Interpret care labelling**	2.1	Interpret care labelling symbols
		2.2	Identify care categories and Australian Standards
		2.3	Interpret meaning of care instructions
		2.4	Use care labelling information to identify potential fabric problems caused by improper handling
		2.5	Identify consequences of improper care
		2.6	Use information resources to expand own knowledge of cleaning requirements
3	**Identify fabric or garment cleaning requirements**	3.1	Identify fabrics, fabric finishes, trims and embellishments that may affect handling
		3.2	Identify care requirements of garments
		3.3	Determine measures to control fabric problems according to fabric handling requirements and WHS practices

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Information on care labelling includes the following:

- country of origin
- fibre content (e.g. 80% wool 20% polyester)
- care instructions for:
  - hand washing
  - washing
  - drying
  - ironing
  - special requirements (e.g. hanging)
  - dry cleaning
- prohibitions against specific actions, such as "do not bleach"

Care considerations include one or more of the following:

- fibre used
- fabric construction
- trimming, interfacing, lining, decorations and buttons
- design of article
- dyes used

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	• special treatments (e.g. waterproofing) • normal care treatment
Fabric problems include two or more of the following:	• differential shrinkage • heat shrinkage • chafing • light fading and fume fading • hardening of printed fabrics • loss of body, lustre and sheen • holes, yarn slippage and fraying • discoloration or rings • loss of embossed design • relaxation shrinkage • distortion of bias cut fabrics • yarn slippage • separation of bonded fabric • garment failures

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDC2010A Identify fabric and garment cleaning requirements

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDC2009 Identify fabric and garment cleaning requirements

Modification History

Release 1. Supersedes and is equivalent to LMTDC2010A Identify fabric and garment cleaning requirements

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- identifying fabrics and fabric problems for at least five (5) different articles
- identifying fibre and fabric finishes, trims and embellishments that may affect handling procedures
- using correct manual handling techniques
- interpreting meanings of care labelling information
- identifying care requirements and control measures for a range of garments and fabrics requiring different care considerations
- determining measures to control fabric problems according to fabric handling requirements and work health and safety (WHS) practices
- maintaining records
- complying with Australian Standards for care labelling.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards that govern dry cleaning and laundry operations
- common and fragile fabric types
- fabric care considerations
- main causes of fabric problems
- common fabric problems
  - differential shrinkage
  - heat shrinkage
  - chafing
  - light fading and fume fading
  - hardening of printed fabrics
  - loss of body, lustre and sheen

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  - holes, yarn slippage and fraying
  - discoloration or rings
  - loss of embossed design
  - relaxation shrinkage
  - distortion of bias cut fabrics
  - yarn slippage
  - separation of bonded fabric
  - garment failures
- care categories:
  - general instructions and warnings
  - washing
  - drying
  - ironing
- care instructions:
  - machine wash
  - hand wash
  - iron
  - hot
  - warm
  - cold
  - dry clean
  - tumble dry
  - high
  - low
  - medium
  - bleach
  - steam
  - press
- Australian Standards for care labelling
- control measures for the prevention of fabric problems
- consequences of improper care:
  - customer dissatisfaction
  - customer claims
- articles fail to return to original appearance
  - information resources on cleaning requirements
- natural and synthetic single yarn fabrics and blends:
  - knitted fabrics, including weft knits and warp knits
  - woven fabrics, including plain, twill, satin, dobby, jacquard and pile
  - non-woven fabrics, such as felts, nets, braids, bonded and composite
  - emerging smart fabrics

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- common fabrics:
  - cotton
  - wool
  - flax
  - silk
  - viscose
  - acetate
  - nylon
  - polyester
  - acrylic
  - elastomeric
- special fabrics:
  - satin weave fabrics
  - taffeta fabric
  - rib fabrics
  - jacquard fabrics
  - velvets
  - sheer fabrics
  - specialty woollens
- fibre and fabric finishes, trims and embellishments
  - waterproofing
  - dyes
  - preservatives
  - tannins
  - finishes used for crease resistance
  - fire retarders
  - waterproofing or water-resisting finishes
  - coloration for structural or applied design, such as printing or dyeing
  - surface finishes for aesthetics, stability or serviceability
  - interlacing and interloping
  - trimming
  - interfacing
  - lining
  - decorations
  - buttons
  - embossing
  - embroidery
  - other
- quality standards and practices
- practices for recording and reporting

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- *AS/NZS 4146:2000 Laundry practice*.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in identifying fabric and garment cleaning requirements, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDC3001 Perform spotting function in dry cleaning operations

Modification History

Release 1. Supersedes and is equivalent to LMTDC3003A Perform spotting function in dry cleaning operations

Application

This unit of competency covers the skills and knowledge required to perform spotting techniques on articles received for dry cleaning. It includes identifying a wide range of stains on a variety of fabrics, determining spotting requirements and suitable spotting agents, and carrying out spotting procedures.

This unit of competency applies to operators who are responsible for implementing spotting procedures within a dry cleaning operation. It requires skill in spotting all types of stains on common as well as special fabrics, and involves the use of standard and specialist spotting agents.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Dry cleaning and laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to perform spotting function**	2.1	Identify types of spotting agents and classify
		2.2	Determine applications of spotting agents to specific types of stains
		2.3	Identify application procedures for spotting agents
		2.4	Consider safety and handling requirements of spotting agents
		2.5	Identify common fabrics and special fabrics
		2.6	Prepare work area, resources, materials and equipment according to requirements and workplace procedures
3	**Determine spotting requirements**	3.1	Identify type of stain and its characteristics, and determine fabric type
		3.2	Identify appropriate spotting agent according to stain characteristic and fabric requirements
		3.3	Identify spotting requirements for common stains and select appropriate method
		3.4	Consider advanced spotting processes and procedures and select appropriate method, where necessary
		3.5	Seek information to support skill development when stains or spotting techniques are difficult to identify
		3.6	Implement control measures for factors that affect spotting procedures

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4	**Carry out spotting procedure**	4.1 Prepare spotting agents and mix according to manufacturer instructions and workplace procedures
		4.2 Handle fabrics or materials according to fabric requirements
		4.3 Operate machine or equipment in accordance with manufacturer instructions and workplace procedures
		4.4 Apply spotting technique in accordance with workplace procedures and spotting agent directions
		4.5 Dry, hang or store article correctly, label and take to the correct area for dry cleaning
		4.6 Record and report non-removable stains and defects according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

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	• WHS requirements
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Types of special spotting agents include one or more of the following:	• wet-side and dry-side agents: • sodium thiosulphate • formic acid • oxalic acid • iodine • acetone • methyl alcohol • oxidising and reducing bleaches • digestion agents • solvents • detergents
Safety and handling requirements include one or more of the following:	• PPE • procedures for use of certain types of container materials (e.g. plastic and metal) • flammability • solubility • sample testing requirements • requirements for mixing and diluting
Fabric requirements include one or more of the following:	• tamping requirements • brushing requirements • special needs for keeping fabric flat or not • rinsing needs • procedures for use of certain equipment and chemicals • susceptibility to breaks and creasing • side of fabric upon which to apply spotting
Advanced spotting processes and procedures include one or more of the following:	• digestion • bleaching • steam treatment • synthetic detergent treatment • ammonia action

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	• chemical action • oxidising • reducing
Relevant documentation includes one or more of the following:	• information about the procedure employed • record of non-removable stains and defects • customer invoicing • customer pick-up information

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDC3003A Perform spotting function in dry cleaning operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDC3001 Perform spotting function in dry cleaning operations

Modification History

Release 1. Supersedes and is equivalent to LMTDC3003A Perform spotting function in dry cleaning operations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- identifying and classifying types of spotting agents, determining applications of spotting agents to specific types of stains, and their application procedures
- identifying particular stains and their removal procedures
- identifying special fabrics, fabric characteristics and care requirements prior to selection of spotting procedure
- selecting spotting agents and conducting procedure appropriate to the type of stain, fibre and fabric, and dye and colour characteristics, for a range of at least (10) ten articles, with different spotting requirements and common fabric types
- conducting spotting procedures with a variety of at least five (5) special fabrics, with a variety of stains or marks
- documenting spotting agents and procedure applied
- preparing and mixing spotting agents accurately and safely, using related measuring and other dispensing or dosing equipment
- drying, hanging, storing, labelling and transferring article according to workplace practices to meet quality requirements
- recording and reporting non-removable stains and defects according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards that govern dry cleaning and laundry operations
- the range of spotting agents and their application to specific stains
- spotting resource requirements:
  - spotting board
  - drying cabinet
  - tumbler

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  - spotting brushes
  - spatula
  - towel
  - cheesecloth
  - blotters
  - relevant machines and equipment
- application procedures for spotting agents
- the differences between oxidising and reducing bleaches
- rules for bleaching
- acceleration processes
- safety and handling and storage requirements of spotting agents
- procedures for stain identification
- types of stains and their characteristics:
  - organic or non-organic
  - dye stains
  - albumin stains
  - protein stains
  - vegetable adhesives
  - mustard
  - tomato sauce
  - wine
- the characteristics and qualities of special fabrics:
  - taffeta
  - satin
  - crepe
  - chiffon
  - moire fabrics
  - embossed fabrics
  - pile fabrics
  - velvet
  - metallic fabric
  - pigment print
  - flock prints
  - acetate sharkskin
  - sequins
  - wools and silks
  - smooth silks and cottons
- requirements for handling and care of fabrics during the spotting process
- characteristics of fibres, fabrics, and dyes or colours, and the effects of the spotting procedure

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- procedures for identifying the type of stain:
  - considering the information provided by the customer
  - identifying the colour of the stain
  - identifying the feel or odour of the stain
- machinery and equipment requirements of spotting techniques
- factors affecting the spotting process:
  - time
  - temperature
  - moisture
  - ph concentration
- measuring equipment and numeracy relevant to preparing solutions
- workplace procedures for mixing and preparing spotting agents and procedures for operating machines and equipment
- environmental aspects related to workplace and machine or equipment operation and manual handling
- quality practices
- workplace practices
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in conducting spotting functions in dry cleaning operations, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDC3002 Dry clean garments with special treatment requirements

Modification History

Release 1. Supersedes and is equivalent to LMTDC3002A Dry clean garments with special treatment requirements

Application

This unit of competency covers the skills and knowledge required to determine and conduct dry cleaning of garments that require special treatment and handling.

This unit of competency applies to the dry cleaning of leather, suede, wedding gowns and vintage clothes or other fabrics and garments, which require special treatment and handling.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work may be self-directed and unsupervised.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Dry cleaning and laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to dry clean garments**	2.1	Analyse garments to determine dry cleaning requirements
		2.2	Confirm customer requirements
		2.3	Determine dry cleaning processes for garment
		2.4	Seek information to support skill development when garment dry cleaning requirements are difficult to identify
		2.5	Document dry cleaning requirements and communicate with team members, where required
		2.6	Tag garment for identification
3	**Perform dry cleaning**	3.1	Prepare machine and solvents for dry cleaning
		3.2	Conduct spotting and select program for garment requirements
		3.3	Select additive dispensing and prepare for dosing system, where relevant
		3.4	Operate machine and monitor machine operation in accordance with operating instructions and workplace procedures
		3.5	Monitor additives and dosing system for correct operation and report faults where appropriate
		3.6	Unload garment using correct manual handling techniques and complete records
4	**Inspect garment**	4.1	Inspect garment to determine if further cleaning or

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and complete operations		finishing is required to meet quality standards
	4.2	Conduct further cleaning or finishing
	4.3	Complete documentation and prepare garment for customer to collect

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS requirements
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Determine dry cleaning requirements include the following:	• identifying fabric, trim and features that require special processing • interpreting garment labelling • identifying spotting requirements of garment

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Dry cleaning processes include one or more of the following:	• selection of solvents • spotting processes • checking of garment cleaning requirements • timing of dry cleaning processes • use of machines and equipment • drying and pressing processes

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDC3002A Dry clean garments with special treatment requirements

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDC3002 Dry clean garments with special treatment requirements

Modification History

Release 1. Supersedes and is equivalent to LMTDC3002A Dry clean garments with special treatment requirements

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, include:

- reading and following work instructions, standard operating procedures and safe work practices
- determining cleaning requirements for at least five (5) different types of complex garments
- using and handling additives and chemicals safely
- preparing machine and solvents for dry cleaning, conduct spotting, and selecting program for garment requirements
- selecting and monitoring additive dispensing and dosing system, where relevant
- operating and monitoring machine in accordance with operating instructions and workplace procedures, for at least five (5) special or complex garments
- unloading garment using correct manual handling techniques, inspect for stains or further work, and complete records
- monitoring and completing dry cleaning operation and inspecting articles to maintain quality requirements
- documenting, assessing and reporting faults
- completing documentation and preparing garment for customer to collect.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards that govern dry cleaning and laundry operations
- cleaning requirements of special fibres and fabrics
- handling and cleaning procedures for complex garments, such as:
  - wedding gowns
  - vintage clothes
  - leather
  - suede
  - other garments that require special treatment and handling
- machine operation, program selection, and monitoring procedures for complex garments

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- use of solvents for complex garments:
  - perchlorethylene
  - white spirit
  - hydrocarbons
- environmental aspects related to workplace, and machine or equipment operation and manual handling, including consumable or hazardous materials
- quality practices
- workplace practices
- effective communication
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in conducting safe handling of dry cleaning chemicals and solvents, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDE3001 Apply hooping and fabric handling techniques

Modification History

Release 1. Supersedes and is equivalent to LMTDE3001A Apply hooping and fabric handling techniques

Application

This unit of competency covers the skills and knowledge required to prepare fabric for final stitching on an embroidery machine. It includes hoop selection and use.

Work may be conducted in small to large scale enterprises, such as operational workplace activities, or home-based activities. Work is performed within defined procedures under limited supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

Competency Field

Digitising and computerised embroidery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to apply hooping and fabric handling techniques**	2.1	Select digitised design file, of not more than six colours, and establish specific requirements of the article to be embroidered
		2.2	Confirm work requirements
		2.3	Assess stabiliser requirements and select stabiliser
		2.4	Establish the need for additional toppings and backings and select
		2.5	Combine stabilisers and fabric and hoop to meet machine recommendations
3	**Stitch embroidery and finalise work**	3.1	Mount hoop onto the machine according to manufacturer recommendations
		3.2	Consider fabric properties when handling garment
		3.3	Stitch embroidery and inspect against job specifications
		3.4	Embroider pieces using woven, non-woven, knitted, lightweight and heavyweight fabrics
		3.5	Minimise waste and dispose of according to environmental guidelines and workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Work requirements include:

- determining and accessing material and equipment
- establishing any special requirements to complete the embroidery
- determining embroidery dimensions and selecting appropriate hoop type
- selecting fabric to be embroidered and checking properties for suitability to work requirements
- selecting thread and needle types to be used to create the embroidery and loading for machine use

Hoop types include one or more of the following:

- tubular
- sash
- screw
- cap
- square
- round
- spring

Fabrics include the following:

- woven
- non-woven

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	• knitted • lightweight • heavyweight
Needle types include one or more of the following:	• standard • metalfil • embroidery eye • stretch • specialist needles for microfibres, knits or metallic fabric/threads
Stabilisers, toppings and backings include one or more of the following:	• water soluble • tear away • iron on • cut away • black • white • varying weights

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDE3001A Apply hooping and fabric handling techniques

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDE3001 Apply hooping and fabric handling techniques

Modification History

Release 1. Supersedes and is equivalent to LMTDE3001A Apply hooping and fabric handling techniques

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- applying basic sewing machine skills
- using computer basic operations
- selecting correct hoop and applying hooping techniques
- using hooping accessories
- using and loading needles
- selecting and loading thread
- identifying fabric properties
- selecting stabilisers, toppings and backings
- stitching at least two (2) embroidery pieces according to specifications
- using an embroidery machine for final stitching sample pieces using woven, non-woven, knitted, lightweight and heavyweight fabrics
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- a range of machines: microprocessor or computer control
- embroidery machines: domestic (single or multi-needle) or commercial (single or multi-head) machines
- basic sewing machine operations
- computer basic operations
- access to embroidery designs
- hooping techniques
- hooping accessories
- fabric types

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  - wovens
  - non-wovens
  - knits
  - lightweight
  - heavyweight
- fabric properties:
  - density
  - stretchability
  - stretch direction
- hoop types and uses
  - tubular
  - sash
  - screw
  - cap
  - square
  - round
  - spring
- needle types and uses
  - standard
  - metalfil
  - embroidery eye
  - stretch
  - specialist needles for microfibres, knits or metallic fabric/threads
- thread types and uses
  - polyester
  - metallic
  - rayon
  - cotton
- stabiliser types and uses
  - water soluble
  - tear away
  - iron on
  - cut away
  - black
  - white
  - varying weights
- environmental aspects related to workplace and machine or equipment operation and manual handling.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in applying hooping and fabric handling techniques, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDE3002 Digitise artwork for computerised embroideries

Modification History

Release 1. Supersedes and is equivalent to LMTDE3002A Digitise artwork for computerised embroideries

Application

This unit of competency covers the skills and knowledge required to apply fundamental digitising techniques to artwork for computerised embroidery production.

The unit of competency applies to a range of digitising techniques using industry standard software to convert artwork from images to production of embroideries to industry standard. It includes use of manual and automatic digitising techniques, documenting and storing images, and producing samples to confirm result meets artwork specifications.

Work involves liaison with specialist embroiderers and digitisers. Work may be conducted in a variety of environments, such as operational workplace activities, or home-based activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTDE3001 Apply hooping and fabric handling techniques

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

Competency Field

Digitising and computerised embroidery

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to digitise artwork for computerised embroideries**	2.1	Use computer basic operations, installing and navigating software to source and import selected artwork
		2.2	Prepare materials and equipment for digitising according to design specifications
		2.3	Digitise shapes using manual techniques
		2.4	Apply automated digitising techniques
3	**Develop digitised artwork**	3.1	Select and apply a range of fill and outline stitch types, and save design to library
		3.2	Complete image to stitch conversion, adding complex fills to selected designs, and make colour selections
		3.3	Adjust embroidery designs and optimise embroidery stitch quality
		3.4	Finalise design to optimise productivity and quality
		3.5	Prepare for export and save to library
		3.6	Prepare designs for output to printer and machine
4	**Complete embroidery sample and**	4.1	Select fabric, stabiliser, toppings and backings, needles, thread and hoop types, and use according to the design production requirements

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finalise work	4.2	Complete a range of embroidery pieces, according to specifications to test design specifications
	4.3	Minimise and dispose of waste according to environmental guidelines and workplace procedures
	4.4	Seek feedback and integrate into outcomes
	4.5	Maintain records according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Software includes:	• any software classed as a digitising software (as

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opposed to customising or editing software)

Import selected work includes the following:	• opening software and exploring workspace functionality, elements and icons • setting defaults to machine requirements • determining image importation requirements • processing images as necessary in preparation for automated and semi-automated digitising techniques • recognising and selecting file types • importing image into working area
Prepare materials and equipment includes the following:	• selecting machine format and confirming capability to meet image requirements • selecting fabric type • selecting workspace/canvas and adjusting colour • identifying colour blocks and colour thread changes and adjusting • setting up thread palette • determining and planning optimum digitising sequence • manually adjusting stitching order and making colour changes to selected areas
Manual digitising techniques include one or more of the following:	• identifying and applying basic stitch types • creating free shapes with fixed angle stitching, with and without holes • creating free shapes with turning stitching, with and without holes • creating borders, runs and details
Automated digitising techniques include one or more of the following:	• converting file types and manipulating for application • converting design objects and shapes to embroidery and digitising using semi-automated and fully automated techniques
Fills and outlines include one or more of the following:	• modifying basic property options, including design size, to meet specific design requirements • selecting and altering fill stitch pattern properties (single and multiple areas) and direction

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- selecting and altering outline properties
- creating a realistic computer representation (3-D view)

Adjust embroidery designs and optimise stitch quality includes one or more of the following:

- adjusting image inclusions and objects to support design effects
- introducing machine hoop, for output sizing, and integrating into design
- adjusting stitch densities and lengths and eliminating small stitches
- optimising corner stitching and long satin stitches
- minimising stitch bunching
- stabilising fabric with automatic underlays
- stitching design
- assessing and adjusting pull compensation

Finalise design includes one or more of the following:

- assessing stitch sequence, stitch entry and exit points, and start/end of design and confirming optimal quality outcome
- assessing and revising insertion and deletion of trim functions, where possible, to optimise productivity
- assessing and revising colour sequencing, where possible, to optimise productivity
- making adjustments to digitising specifications to ensure optimal quality outcome of embroidery

Output to printer and machine includes the following:

- creating template and worksheet, printing and checking to ensure design requirements are achieved
- exporting completed design to the machine ready for stitching according to manufacturer specifications and save for later access
- printing design reports

File types includes one or more of the following:

Bitmap:

- .jpeg
- .gif
- .tiff
- .bmp.
- png

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	Vector: • .wmf • .emf • .eps/.ps • .ai • .cdr
Optimum digitising sequence includes the following:	• minimising registration problems caused by fabric distortion • planning colour sequence

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDE3002A Digitise artwork for computerised embroideries

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDE3002 Digitise artwork for computerised embroideries

Modification History

Release 1. Supersedes and is equivalent to LMTDE3002A Digitise artwork for computerised embroideries

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- using computer basic operations, installing and navigating software to source and import selected artwork
- preparing materials and equipment for digitising according to design specifications
- applying a range of automatic, semi-automatic and manual digitising techniques to process embroidery design
- selecting and applying a range of fill and outline stitch types, and saving design to library
- completing image to stitch conversion, adding complex fills to selected designs, and making colour selections
- finalising design to optimise productivity and quality, prepare for export and save to library
- preparing designs for output to printer and machine
- demonstrating ability in digitising techniques through production of a variety of at least five (5) embroidery pieces, according to specifications
- maintaining records according to work practices.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- a range of machines: microprocessor or computer control
- embroidery machines: (single or multi-needle) or commercial (single or multi-head) machines
- basic sewing machine operations
- workplace functionality:
  - tool bar
  - navigations

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    - icons
    - menus
- basic stitch types:
    - run stitching
    - satin stitching
    - tatami stitching
    - outline
    - fill
- computer basic operations
- access to embroidery designs
- hooping techniques
- hooping accessories
- fabric types and properties:
    - woven
    - non-woven
    - knits
    - lightweight
    - heavyweight
- hoop types and uses:
    - tubular
    - sash
    - screw
    - cap
    - square
    - round
    - spring
- needle types and uses:
    - standard
    - metalfil
    - embroidery eye
    - stretch
- thread types:
    - polyester
    - metallic
    - rayon
    - cotton
- artwork sources
- process images:
    - removal of ‘noise’
    - dithering

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    - clean up
- embroidery adjustments:
    - flip
    - rotate
    - mirror image
    - angle
    - copy
    - paste
    - resize
    - reshape
    - proportion
    - position
    - align
    - scale
    - skew
- range of digitising techniques
- fills:
    - contour
    - radial
    - cross-stitch
    - arc
    - spiral
    - satin
    - embossed
    - motifs
- stabilisers, toppings and backings:
    - water soluble
    - tear away
    - iron on
    - cut away
    - varying weights
- design reports:
    - worksheets
    - approval sheets
    - appliqué patterns
    - templates.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in digitising artwork for computerised embroideries, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDE3003 Apply advanced digitising techniques to produce computerised embroideries

Modification History

Release 1. Supersedes and is equivalent to LMTDE3003A Apply advanced digitising techniques to produce computerised embroideries

Application

This unit of competency covers the skills and knowledge required to apply advanced digitising techniques to a range of items.

The unit of competency applies to advanced level digitising techniques to produce computerised embroideries.

Work involves liaison with specialist embroiderers and digitisers.

Work may be conducted in small to large scale enterprises such as operational workplace activities or home-based activities, and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTDE3001 Apply hooping and fabric handling techniques

MSTDE3002 Digitise artwork for computerised embroideries

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

Competency Field

Digitising and computerised embroidery

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare advanced digitising techniques**	2.1	Prepare materials and equipment for digitising
		2.2	Use a range of advanced stitching techniques
		2.3	Identify colour blocks and colour thread changes, and adjust to meet design specifications.
		2.4	Manually adjust stitching order and make colour changes to selected areas, as required
		2.5	Create new thread charts, modify existing thread charts and mix thread colours to meet design requirements
		2.6	Create alternative stitch-out options for different colourways, fabrics and placements
		2.7	Adjust outline nodes to create different shapes
		2.8	Use a range of advanced editing techniques to modify designs and create and enhance design effects
3	**Complete embroidery sample**	3.1	Select fabric, stabiliser, toppings and backings, needles, thread and hoop types and use according to the design production requirements
		3.2	Complete embroidery in an efficient manner and inspect against design specifications
		3.3	Minimise waste and dispose of according to

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			environmental guidelines
4	**Create and manage files and design libraries**	4.1	Establish styles and properties for designs and fabrics
		4.2	Create thread charts and customise according to design requirements
		4.3	Create templates for different styles of work
		4.4	Define machine formats and hoops for designs
		4.5	Convert design collections, catalogue and archive according to workplace requirements

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Prepare materials and equipment includes the following:	• selecting machine format and confirming capability to meet image requirements • manipulating file types and convert for digitising • selecting fabric type • selecting workspace/canvas and adjusting colour • setting up thread palette • determining and planning optimum digitising sequence
Advanced stitching techniques include one or more of the following:	• creating and stitching a variety of gradient patterns • creating and stitching an embossed area • creating texture effects using tatami offsets and pattern splits • creating and stitching a variety of single and dual motifs • creating and stitching a variety of stamp fill patterns • creating and stitching a range of decorative fills and outlines according to design requirements • creating stitch patterns with carving stamps • creating user-defined splits according to design requirements • creating and adjusting a stable underlay on new or existing embroidery design
Optimum digitising sequence includes the following:	• minimising registration problems caused by fabric distortion • planning colour sequence
Stamp fill patterns include one or more of the following:	• existing (pre-programmed) • individually created • placement • size • direction • repetition • spacing • layout
Files and design libraries include one or more of the	• styles and properties for designs and fabrics • thread charts

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following:

- templates for different styles of work
- machine formats and hoops for designs
- catalogue of design collections

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDE3003A Apply advanced digitising techniques to produce computerised embroideries

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDE3003 Apply advanced digitising techniques to produce computerised embroideries

Modification History

Release 1. Supersedes and is equivalent to LMTDE3003A Apply advanced digitising techniques to produce computerised embroideries

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- preparing, converting and editing images for digitising
- creating alternative stitch-out options for different colour ways, fabrics and placements
- using a range of advanced editing techniques to modify designs and create and enhance design effects
- introducing texture techniques
- demonstrating ability in advanced digitising techniques through production of at least five (5) embroidery pieces, according to specifications
- creating design library by saving and filing images, templates and design catalogues according to the workplace procedures and archive requirements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- a range of machines: microprocessor or computer control
- embroidery machines: domestic (single or multi-needle) or commercial (single or multi-head) machines
- basic sewing machine operations
- software functionality
- computer basic operations
- computer navigation to access and manipulate an image
- suitability of images to be digitised and limitations of software
- artwork sources
- access to embroidery designs
- advanced editing techniques:
  - adding and adjusting stitch angles

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- smoothing object outlines
- converting between embroidery objects
- reinforcing outlines
- removing unwanted underlying stitching
- creating outlines and fill holes
- editing stitches
- editing machine functions
- creating manual stitching
- digitising boring holes
- adding stitches
- feather stitching, such as:
  - positive stitch length
  - negative stitch length
  - side A
  - side B
- pre-programmed patterns
- use of customised patterns
- reshaping, cutting, splitting and breaking design objects

- gradient:
  - single colour with a variety of:
    - density settings
    - stitch directions
  - dual and multi-colour with varying:
    - density settings
    - stitch directions
    - stitch types
- hooping techniques
- hooping accessories
- fabric types and properties:
  - woven
  - non-woven
  - knits
  - lightweight
  - heavyweight
- hoop types and uses:
  - tubular
  - sash
  - screw
  - cap
  - square

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    - round
    - spring
- needle types and uses:
    - standard
    - metalfil
    - embroidery eye
    - stretch
- thread types:
    - polyester
    - metallic
    - rayon
    - cotton
- stabilisers, toppings and backings:
    - water soluble
    - tear away
    - iron on
    - cut away
    - varying weights
- stable underlay:
    - edge run
    - centre run
    - tatami
    - grid
    - zigzag
    - double zigzag
- range of digitising techniques
- motifs:
    - existing (pre-programmed)
    - individually created
    - placement
    - size
    - direction
    - repetition
    - spacing
    - layout
    - managed sets
- decorative fills and outlines:
    - backstitch
    - stemstitch
    - zigzag

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  - E-stitch (blanket) fills and borders
  - contour
  - radial
  - cross-stitch
  - arc
  - spiral
  - satin
  - motif
  - tatami offsets
  - pattern splits
  - carving stamps
  - user-defined splits
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in advanced digitising techniques, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDE3004 Generate artwork for computerised embroideries

Modification History

Release 1. Supersedes and is equivalent to LMTDE3004A Generate artwork for computerised embroideries

Application

This unit of competency covers the skills and knowledge required to obtain and create images suitable for computerised embroidery production.

The unit of competency includes scanning, creating and obtaining images; importing into digitising software for embroidery production; and producing a sample to confirm image suitability.

Work may be conducted in a variety of environments, such as operational workplace activities, or home-based activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Digitising and computerised embroidery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 **Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to generate artwork**	2.1	Identify design and embroidery considerations for image selection
		2.2	Establish software and technology requirements to obtain images
		2.3	Source images and download from internet sources
		2.4	Source hard copy images and scan into digital format
		2.5	Assess image quality and identify opportunity for improvements or alterations
		2.6	Confirm copyright status of selected images
		2.7	Assess suitability of images for digitising and confirm capacity of software
3	**Create or edit artwork**	3.1	Create artwork and convert into digital format
		3.2	Navigate software to edit and alter images
		3.3	Make alterations and/or improvements and save file in suitable file types
		3.4	Import image into digitising software
		3.5	Enter artwork specifications into digitising software
4	**Complete embroidery and review outcomes**	4.1	Select fabric, stabiliser, toppings and backings, needles, thread and hoop types, and use according to the design production requirements
		4.2	Create embroidery and inspect against design specifications

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4.3	Confirm digitising specifications and process as appropriate to achieve embroidery outcomes in a simple and fully automated manner
4.4	Minimise and dispose of waste according to environmental guidelines
4.5	Seek feedback and integrate into outcomes
4.6	Save and file artwork according to the workplace filing requirements

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Design and embroidery considerations include one or more of the following:	• size • shape • quality • use of colour • editing options • image inclusions • compatibility with client profile • complexity/simplicity • production cost
Artwork includes one or more of the following:	• clipart • wingdings • text • borders • pictures
File types include one or more of the following:	• .jpeg • .gif • .tiff • .bmp • .wmf • .emf • .png

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDE3004A Generate artwork for computerised embroideries

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDE3004 Generate artwork for computerised embroideries

Modification History

Release 1. Supersedes and is equivalent to LMTDE3004A Generate artwork for computerised embroideries

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- setting up and using a scanner
- accessing and obtaining a range of images from internet sources
- complying with copyright obligations for using images
- importing selected artwork into digital format
- creating or editing artwork using suitable software
- applying creativity to use of colour, texture, shape, balance and composition
- converting images into digital format
- creating at least five (5) embroidery samples on different fabrics that comply with design specifications
- saving and filing artwork according to the workplace procedures.

Knowledge Evidence

- Evidence must be provided that demonstrates knowledge of:
- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- a range of machines: microprocessor or computer control
- embroidery machines: domestic (single or multi-needle) or commercial (single or multi-head) machines
- basic sewing machine operations
- software functionality
- computer basic operations
- computer navigation to access and manipulate an image
- suitability of images to be digitised and limitations of software
- artwork sources
- access to embroidery designs
- fabric types and properties:

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  - woven
  - non-woven
  - knits
  - lightweight
  - heavyweight
- hoop types and uses:
  - tubular
  - sash
  - screw
  - cap
  - square
  - round
  - spring
- needle types and uses:
  - standard
  - metalfil
  - embroidery eye
  - stretch
- thread types:
  - polyester
  - metallic
  - rayon
  - cotton
- stabilisers, toppings and backings:
  - water soluble
  - tear away
  - iron on
  - cut away
  - varying weights
- range of digitising techniques
- copyright
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in generating artwork for computerised embroideries, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDE3005 Replicate traditional hand craft techniques

Modification History

Release 1. Supersedes and is equivalent to LMTDE3005A Replicate traditional hand craft techniques

Application

This unit of competency covers the skills and knowledge required to apply specialised digitising techniques to replicate traditional hand craft techniques on a computerised embroidery machine.

The unit of competency applies to using industry standard software to specify design properties and convert artwork for the computerised production of a range of traditional embroidery techniques.

Work may be conducted in small to large scale enterprises, such as operational workplace activities or home-based activities.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTDE3001 Apply hooping and fabric handling techniques

MSTDE3002 Digitise artwork for computerised embroideries

MSTDE3003 Apply advanced digitising techniques to produce computerised embroideries

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

Competency Field

Digitising and computerised embroidery

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to replicate traditional hand craft techniques**	2.1	Confirm work requirements and prepare workspace
		2.2	Source and select images, import into software and edit, as required
		2.3	Save artwork in appropriate file type
3	**Digitise for embroidery techniques**	3.1	Identify application and characteristics of traditional hand craft techniques and confirm suitability for design requirements
		3.2	Select traditional hand craft technique and determine properties in digitised image
		3.3	Apply creativity to use of colour, texture, shape, balance and composition
		3.4	Save finished design to library
		3.5	Create template and worksheet, print and check to ensure design requirements are met
		3.6	Export completed design to the machine ready for stitching according to manufacturer specifications

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4	**Complete embroidery pieces and finalise work**	4.1 Select suitable fabric, stabiliser, toppings and backings, needles, thread and hoop types, and use according to the design production requirements
		4.2 Create embroideries to replicate traditional hand craft techniques on different fabric types suitable for each of the techniques
		4.3 Minimise waste and dispose of according to workplace procedures and environmental guidelines
		4.4 Seek feedback and integrate into outcomes

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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File types include one or more of the following:	• .jpeg • .gif • .tiff • .bmp • .wmf • .emf • .png
Traditional hand craft techniques include the following:	• blanket stitch • redwork • cross-stitch • appliqué • quilting • stippling • chain stitch • crazy quilting • lace • candlewick
Properties in digitised image include one or more of the following:	• underlay • fill pattern • outline • colour • density • pull compensation • stabilisation • stitch points and corners • size

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDE3005A Replicate traditional hand craft techniques

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Links

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Assessment Requirements for MSTDE3005 Replicate traditional hand craft techniques

Modification History

Release 1. Supersedes and is equivalent to LMTDE3005A Replicate traditional hand craft techniques

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- identifying application and characteristics of traditional hand craft techniques and confirm suitability for design requirements
- selecting traditional hand craft technique and determine properties in digitised image
- applying creativity to use of colour, texture, shape, balance and composition
- saving finished design to library and exporting completed design to the machine ready for stitching according to manufacturer specifications
- selecting fabric, needles, thread, stabiliser and hoop to meet design specifications
- digitising and sewing separate embroideries on different fabric types using ten (10) traditional hand craft techniques
- seeking and applying feedback to enhance outcomes
- complying with workplace procedures
- documenting and storing artwork.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- a range of machines: microprocessor or computer control
- embroidery machines: domestic (single or multi-needle) or commercial (single or multi-head) machines
- basic sewing machine operations
- software functionality
- computer basic operations
- basic machine embroidery techniques
- colour, texture, shape, balance and composition theory
- traditional hand craft techniques and uses:

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    - blanket stitch
    - redwork
    - cross-stitch
    - appliqué
    - quilting
    - stippling
    - chain stitch
    - crazy quilting
    - lace
    - candlewick
- stabilisers, toppings and backings:
    - water soluble
    - tear away
    - iron on
    - cut away
    - varying weights
- fabric types and properties:
    - woven
    - non-woven
    - knits
    - lightweight
    - heavyweight
- hoop types and uses:
    - tubular
    - sash
    - screw
    - cap
    - square
    - round
    - spring
- needle types and uses:
    - standard
    - metalfil
    - embroidery eye
    - stretch
- thread types:
    - polyester
    - metallic
    - rayon
    - cotton

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- range of digitising techniques
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in replicating traditional hand craft techniques, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDE3006 Digitise text to produce embroidered lettering

Modification History

Release 1. Supersedes and is equivalent to LMTDE3006A Digitise text to produce embroidered lettering

Application

This unit of competency covers the skills and knowledge required to digitise and produce embroidered lettering.

The unit of competency applies to creating a range of pre-digitised fonts and digitising techniques using industry standard software to produce embroidered lettering. Work involves liaison with specialist embroiderers and digitisers. Work may be conducted in a variety of environments, such as operational workplace activities, or home-based activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTDE3001 Apply hooping and fabric handling techniques

MSTDE3002 Digitise artwork for computerised embroideries

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

Competency Field

Digitising and computerised embroidery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Create basic lettering and complex text paths**	2.1	Confirm work requirements, prepare work area and open software
		2.2	Create basic lettering
		2.3	Transfer files to machine data library for stitching according to manufacturer specifications
		2.4	Introduce complex text paths and use with an existing embroidery file
		2.5	Select existing embroidery and combine with text paths
		2.6	Save file to library and export to machine for stitching according to manufacturer specifications
3	**Create artistic fonts**	3.1	Create text embroidery and shadows, fill techniques and colour options to create effects
		3.2	Use variations in font style, size and effects for shaping words and achieving precise replication of existing printed material
		3.3	Use windings/webdings or equivalent, both as a font and individually as a picture
		3.4	Combine windings/webdings with other fonts
		3.5	Save file to library and export to machine for stitching according to manufacturer specifications
4	**Create a monogram**	4.1	Select letters and font and adjust for single, double and triple letter monograms

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		4.2	Use fill techniques and colour options to create effects
		4.3	Select appropriate underlay
		4.4	Use outline options with and without fill stitches to create effects
		4.5	Use tools to adjust images as required
		4.6	Save file to library and export to machine for stitching according to manufacturer specifications
5	**Complete embroidery**	5.1	Select fabric, stabiliser, toppings and backings, needles, thread and hoop types, and use according to the design production requirements
		5.2	Create embroidery to demonstrate a range of digitised text techniques and inspect against design specifications
		5.3	Minimise waste and dispose of according to workplace procedures and environmental guidelines
		5.4	Seek feedback and integrate into outcomes
		5.5	Document and store artwork

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs

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- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Digitised text techniques include the following:

- basic lettering
- complex text paths
- artistic fonts using variation in style, size, colour, wingdings, fill, outline and effects
- monograms

Basic lettering includes one or more of the following:

- introducing stitched letters using basic fonts
- creating text on a straight line path
- using bold and italic options
- adjusting font size to create various size options
- creating multi-line text embroidery

Text paths include one or more of the following:

- arc
- freehand
- ellipse
- angle
- rotation

Complex text paths include one or more of the following:

- creating and adjusting upper and lower arc paths
- creating and adjusting an ellipse path
- creating and adjusting a freehand path
- using above, on and below the line settings with the different paths
- adjusting individual letter positions (on all above paths)
- selecting different font styles and using on different paths
- reviewing effects for suitability to meet design brief

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Fills include one or more of the following:	• stamp pattern • motif fill • contour • radial • cross-stitch
Underlay includes one or more of the following:	• edge run • centre run • tatami • grid • zigzag • double zigzag • complex grid • complex edge
Adjusting font size includes one or more of the following:	• flip • rotate • mirror image • angle • copy • paste • resize • reshape • proportion • position • align • scale • skew

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDE3006A Digitise text to produce embroidered lettering

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Links

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Assessment Requirements for MSTDE3006 Digitise text to produce embroidered lettering

Modification History

Release 1. Supersedes and is equivalent to LMTDE3006A Digitise text to produce embroidered lettering

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- applying creativity to use of colour, texture, shape, balance and composition to create basic lettering and complex text paths
- creating text embroidery and shadows, fill techniques and colour options to create effects
- using variations in font style, size and effects and for shaping words and achieving precise replication of existing printed material
- using a range of techniques to create monograms
- selecting fabric, needles, thread, stabiliser and hoop to meet design specifications
- producing basic digitised lettering, complex text paths, monograms and artistic text
- saving files to library and exporting to machine for stitching according to manufacturer specifications
- demonstrating digitising text techniques through production of at least two (2) embroidered lettering pieces using different fabrics to meet artwork specifications
- seeking and applying feedback to enhance outcomes
- complying with workplace procedures
- documenting and storing artwork.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- embroidery machines: domestic (single or multi-needle) or commercial (single or multi-head) machines
- computer navigation to use basic software functions
- machine embroidery techniques
- text path:
  - arc

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    - freehand
    - ellipse
    - angle
    - rotation
- stabilisers, toppings and backings:
    - water soluble
    - tear away
    - iron on
    - cut away
    - varying weights
- fabric types and properties:
    - woven
    - non-woven
    - knits
    - lightweight
    - heavyweight
- hoop types and uses:
    - tubular
    - sash
    - screw
    - cap
    - square
    - round
    - spring
- needle types and uses:
    - standard
    - metalfil
    - embroidery eye
    - stretch
- thread types:
    - polyester
    - metallic
    - rayon
    - cotton
- workplace policies and procedures
- environmental aspects related to workplace and machine or equipment operation and manual handling
- practices for recording and reporting.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in digitising text to produce embroidery, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDE3007 Demonstrate features of digitised embroidery machines

Modification History

Release 1. Supersedes and is equivalent to LMTDE3007A Demonstrate features of digitised embroidery machines

Application

This unit of competency covers the skills and knowledge required to demonstrate features of digitising and computerised embroidery equipment in a retail, commercial or industry setting.

The unit of competency includes the demonstration of program and machine features and working requirements to customers. It typically applies in a retail, commercial or industry environment where the worker is responsible for sales advice and service of specialised digitising and computerised embroidery equipment. It requires skills to be able to demonstrate features and options available for the user.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Digitising and computerised embroidery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to demonstrate features of digitised embroidery machines**	2.1	Identify intended uses and priorities for equipment and match to machine selection
		2.2	Establish customer requirements
		2.3	Access and select information resources
3	**Explain features and demonstrate machines and digitising functions**	3.1	Identify and describe machine features, typical problems and their remedies
		3.2	Demonstrate machine preparation, basic care and maintenance requirements
		3.3	Demonstrate digitising and software functions
4	**Demonstrate embroidery production**	4.1	Select image and digitise for production
		4.2	Demonstrate relevant software options to digitise and edit images and text
		4.3	Demonstrate embroidery procedures
		4.4	Produce embroidery sample and explain process to customer
5	**Confirm customer understanding**	5.1	Seek feedback to confirm customer understanding of key features of the equipment and process
		5.2	Use effective communication skills to invite and respond to questions
		5.3	Provide customer with support information or documentation, as required

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Software includes:	• any software classed as a digitising software and includes customising and editing software
Digitising functions include one or more the following:	• software functions • characteristics of suitable images for digitising, and software limitations in processing designs • the range of embroidery outcomes and effects • examples of samples or images • typical problems, software limitations and their solutions

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Embroidery procedures include the following:	• stitch conversion process, fills, colours and outlines • file saving and documentation, and exporting completed design to the machine ready for stitching • preparation of machine • selecting and using fabric, stabiliser, toppings and backings, needles, thread and hoop types according to the sample requirements

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDE3007A Demonstrate features of digitised embroidery machines

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDE3007 Demonstrate features of digitised embroidery machines

Modification History

Release 1. Supersedes and is equivalent to LMTDE3007A Demonstrate features of digitised embroidery machines

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- demonstrating the range of features, functions and procedures, of a digitised embroidery machine on at least two (2) occasions
- reading and following work instructions, standard operating procedures and safe work practices and other reference material
- applying relevant standards
- explaining information on standard operating procedures (SOPs), work instructions and other reference material
- identifying and describing machine features, typical problems and their remedies
- maintain machine and equipment to suppliers requirements
- producing embroidery sample and explaining process to customer
- seeking feedback to confirm customer understanding of key features of the equipment and process
- using effective communication skills to invite and respond to questions
- providing customer with support information or documentation as required.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- embroidery machines: domestic (single or multi-needle) or commercial (single or multi-head) machines
- basic care and maintenance requirements
- computer navigation to access and manipulate an image
- software functionality
- basic machine embroidery techniques
- types and properties of fabric
- colour, texture, shape, balance and composition theory
- hoop types
- needle types and uses:

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    - standard
    - metalfil
    - embroidery eye
    - stretch
- thread types:
    - polyester
    - metallic
    - rayon
    - cotton
- stabilisers, toppings and backings:
    - water soluble
    - tear away
    - iron on
    - cut away
    - varying weights
- workplace or store policies and procedures
- environmental aspects related to workplace and machine or equipment operation and manual handling
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in demonstrating features of digitised embroidery machines, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTDE3008 Produce embroidery from digitised images

Modification History

Release 1. Supersedes and is equivalent to LMTDE3008A Produce embroidery from digitised images

Application

This unit of competency covers the skills and knowledge required to set machine operations and produce embroidery from digitised images.

The unit of competency applies to computerised embroidery machine operation skills where the image and digitised file has been provided.

Work may be conducted in a variety of environments, such as operational workplace activities, or home-based activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Digitising and computerised embroidery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to produce embroidery**	2.1	Confirm embroidery work requirements and artwork specifications
		2.2	Access artwork file and import into working area and navigate software to direct production
		2.3	Select embroidery materials and prepare according to fabric and work requirements
		2.4	Perform routine minor maintenance according to manufacturer specifications
		2.5	Assess and adjust needle sequence, thread tension and speed, and hoop
3	**Produce embroidery**	3.1	Check machine operation and adjust to ensure optimum performance
		3.2	Manage production problems, such as thread breaks
		3.3	Complete a range of images, including embroidered lettering, monograms and motifs on items such as hats, T-shirts and other simple garments, according to work specifications
		3.4	Assess production efficiencies and identify areas for improvement
		3.5	Minimise waste and dispose of according to environmental guidelines
4	**Check and finalise work**	4.1	Inspect embroidery against work requirements and artwork specifications
		4.2	Finish work and prepare for despatch

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4.3 Complete documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Embroidery work requirements include the following:	• checking machine functionality to confirm capacity for work • confirming material requirements • assessing garment or item and fabric to be embroidered
Artwork specifications include one or more of the	• content • colour

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following:	• size, including width and length • stitch type and size • font • fill
Software includes:	• any software classed as a digitising software (as opposed to customising or editing software)
Minor maintenance includes the following:	• checking and replacement of needles, attachments and/or parts • oiling of machine parts • removal of lint or fabric

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDE3008A Produce embroidery from digitised images

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDE3008 Produce embroidery from digitised images

Modification History

Release 1. Supersedes and is equivalent to LMTDE3008A Produce embroidery from digitised images

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- accessing artwork file and importing into working area, and navigating software to direct production
- selecting embroidery materials and preparing according to fabric and work requirements
- performing routine minor maintenance according to manufacturer specifications
- preparing and checking machine
- completing a range of images, including embroidered lettering, monograms and motifs on at least two (2) items, such as hats, t-shirts and other simple garments, according to work specifications
- producing work efficiently and according to quality standards
- recognising and addressing production problems.
- maintaining accurate records

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian standards
- embroidery materials:
  - needles
  - threads
  - hoops
  - stabilisers
  - toppings
  - backings
- embroidery machines: domestic (single or multi-needle) or commercial (single or multi-head) machines
- computer navigation to access and import an image

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- machine embroidery techniques
- a range of images, including embroidered lettering, monograms and motifs on items, such as hats, t-shirts and other simple garments
- types and properties of fabric
- colour, texture, shape, balance and composition theory
- fabric types and properties:
  - woven
  - non-woven
  - knits
  - lightweight
  - heavyweight
- hoop types and uses:
  - tubular
  - sash
  - screw
  - cap
  - square
  - round
  - spring
- needle types and uses:
  - standard
  - metalfil
  - embroidery eye
  - stretch
- thread types:
  - polyester
  - metallic
  - rayon
  - cotton
- stabilisers, toppings and backings:
  - water soluble
  - tear away
  - iron on
  - cut away
  - varying weights
- environmental aspects related to workplace and machine or equipment operation and manual handling
- quality practices
- practices for recording and reporting.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in producing embroidery from digitised images, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTDE3009 Maintain computerised embroidery machines

Modification History

Release 1. Supersedes and is equivalent to LMTDE3009A Maintain computerised embroidery machines

Application

This unit of competency covers the skills and knowledge required to set up and maintain computerised embroidery machines to ensure efficient operation.

The unit of competency applies to maintenance work on embroidery machines and responding to production problems. It targets the operator or assigned personnel who address common performance problems that do not require specialised sewing machine mechanic skills.

Work involves liaison with operators, if required.

Work may be conducted in a variety of environments, such as operational workplace activities, or home-based activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Digitising and computerised embroidery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to maintain computerised embroidery machines**	2.1	Identify type of machine and determine maintenance requirements and schedule
		2.2	Inspect componentry of equipment, assess for wear and identify any need for maintenance
		2.3	Operate machine to assess performance and identify impact of fabric and needles
		2.4	Identify and adjust possible faults in software application or digitised file
3	**Conduct basic maintenance**	3.1	Identify performance problems and determine root cause
		3.2	Assess timing and adjust according to manufacturer specifications
		3.3	Assess and adjust positioning and timing of cutters, as required
		3.4	Assess and address other operational problems
		3.5	Identify electronic or major operational problems and refer to suitable personnel
		3.6	Document maintenance work according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • standard operating procedures • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Software includes:	• any software classed as a digitising software (as opposed to customising or editing software)
Performance problems include one or more of the following:	• needle breaking • thread breaking • missing stitches • stoppage
Root cause includes one or more of the following:	• incorrect timing • electrical faults • sharp or worn edges or components • incorrect needle or positioning • incorrect thread or material components • machine needs oiling or cleaning • incorrect tension

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- blockages or clogging in components
- lack of operator skill

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTDE3009A Maintain computerised embroidery machines

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTDE3009 Maintain computerised embroidery machines

Modification History

Release 1. Supersedes and is equivalent to LMTDE3009A Maintain computerised embroidery machines

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- maintain at least two (2) computerised embroidery machines
- reading and following work instructions, standard operating procedures, safe work practices, manufacturer specifications
- applying relevant standards
- assessing operational performance of machine
- determining impacts of materials and componentry on performance
- identifying performance problems and determining root cause
- identifying and adjusting possible faults in software application or digitised file
- assessing timing and adjusting according to manufacturer specifications
- assessing and adjusting positioning and timing of cutters, as required
- identifying electronic or major operational problems and referring to suitable personnel
- documenting maintenance work according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- embroidery machines: domestic (single or multi-needle) or commercial (single or multi-head) machines
- computer navigation to use basic software functions
- machine embroidery techniques
- common performance problems, typical causes and related adjustments
- stabilisers, toppings and backings:
  - water soluble
  - tear away
  - iron on
  - cut away
  - varying weights

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- fabric types and properties:
  - woven
  - non-woven
  - knits
  - lightweight
  - heavyweight
- hoop types and uses:
  - tubular
  - sash
  - screw
  - cap
  - square
  - round
  - spring
- needle types and uses:
  - standard
  - metalfil
  - embroidery eye
  - stretch
- thread types:
  - polyester
  - metallic
  - rayon
  - cotton
- workplace policies and procedures
- environmental aspects related to workplace and machine or equipment operation and manual handling
- workplace practices
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in maintaining computerised embroidery machines, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFD2001 Design and produce a simple garment

Modification History

Release 1. Supersedes and is equivalent to LMTFD2001B Design and produce a simple garment

Application

The unit of competency covers the skills and knowledge required to design, plan and produce a simple garment. Production of the garment involves the use of a domestic sewing machine or plain lockstitch machine. Designs involve modification of existing blocks or patterns.

Work is conducted according to defined procedures and would not be applied in a large scale production environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in

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			accordance with SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Plan and prepare to produce garment**	2.1	Identify and explore influences and inspirations for design concept
		2.2	Produce storyboard or sketches to assist in the development of ideas
		2.3	Discuss ideas and design concepts with appropriate personnel for review and development of design
		2.4	Select and modify pattern or blocks to suit design and garment size requirements
		2.5	Select, check and prepare materials, tools and equipment
3	**Produce garment**	3.1	Use a machine to produce garment according to pattern
		3.2	Assess garment against design and pattern, and rectify garment faults
		3.3	Finish garment according to design requirements
4	**Review garment production process**	4.1	Review production techniques and design to identify future improvements
		4.2	Clean work area and equipment, and store tools and equipment

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • personal protective equipment (PPE) • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS requirements
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Garments include one or more of the following:	• accessories • straight seamed, draw string skirt • t-shirt • smock dress • other garment requiring a small range of sewing techniques and use of a domestic machine and overlocker
Fabrics include one or more of the following	• stable woven and knitted fabrics, such as cotton drill, calico, double knit, rugby knit and poplin
Appropriate personnel include one or more of the following:	• trainer • co-worker • mentor
Tools and equipment include one or more of the following:	• pins • scissors • needle and thread • marker or chalk

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Machines include one or more of the following:	• domestic sewing machine • plain lockstitch machine • overlocker

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD2001B Design and produce a simple garment

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD2001 Design and produce a simple garment

Modification History

Release 1. Supersedes and is equivalent to LMTFD2001B Design and produce a simple garment

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and include

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- producing storyboard or sketches to demonstrate design ideas and developing design concept
- developing a pattern to suit design and size requirements
- selecting and preparing fabric, materials, tools and equipment
- using a machine to produce at least two (2) simple garments, using the same or different, fabrics, patterns or blocks
- producing simple garments to meet identified pattern and size requirements
- rectifying garment faults and finishing garment to meet design requirements
- identifying improvements in garment production techniques for future production
- cleaning work area and storing materials, tools and equipment.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- components of the design process:
  - sketches
  - pictures
  - storyboard
  - fabric samples
  - sharing and reviewing ideas
- techniques to modify blocks and patterns
- techniques in using a sewing machine and overlocker
- sizing requirements
- materials for simple garment:

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  - fabric
  - thread
  - buttons
- characteristics of fabrics affecting fabric suitability
- typical fault conditions and related fault-finding procedures:
  - holes
  - inconsistent sewing
  - broken thread
- characteristics of types and styles of threads
- simple equipment maintenance techniques

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in designing and producing a simple garment, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD2002 Apply printing techniques to produce Indigenous textile designs

Modification History

Release 1. Supersedes and is equivalent to LMTFD2002B Apply printing techniques to produce indigenous textile designs

Application

This unit of competency covers the skills and knowledge required to apply printing techniques to produce Indigenous textile designs

The unit of competency applies to Aboriginal and Torres Strait Islander students that use stencil, lino cut, block, stamp or silk screen printing techniques to produce culturally-specific designs and artworks for fabrics.

The unit of competency should be customised to accommodate the image use and design protocols and techniques specific to an Aboriginal or Torres Strait Islander community.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

Competency Field

Fashion design and technology

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for printing Indigenous textile designs**	2.1	Identify and apply protocols for developing culturally-specific designs
		2.2	Identify suitable fabric and printing technique
		2.3	Develop single or two colour design suitable for cultural context and chosen fabric and printing technique
		2.4	Prepare fabric, tools and equipment
3	**Print fabric**	3.1	Apply printing technique to fabric according to WHS practices
		3.2	Use tools and equipment effectively and safely to achieve desired result
		3.3	Complete work systematically with attention to detail
4	**Review design and printing process**	4.1	Assess outcome of printing
		4.2	Modify design and technique, as required
		4.3	Clean and store materials and equipment

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS requirements
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Protocols includes the following:	• the set of rules applying to behaviour/practices in a specific cultural context • cultural protocols for image use, design and printing techniques • recognising and adapting to cultural differences • communication with individuals and community
Fabrics for printing include one or more of the following:	• fabrics to be used for garments, textile products or accessories • fabrics in completed products • fabrics for artwork

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Printing techniques include one or more of the following:	• stencil • lino cut • block • stamp • silk screen
Printing tools and equipment include one or more of the following:	• screens and carousel for printing • blocks • lino • brushes • knives • bucket, sink or container • mixers • dyes and inks

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD2002B Apply printing techniques to produce indigenous textile designs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD2002 Apply printing techniques to produce Indigenous textile designs

Modification History

Release 1. Supersedes and is equivalent to LMTFD2002B Apply printing techniques to produce indigenous textile designs

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- applying protocols for developing culturally-specific designs
- identifying elements and principles of design in identified Aboriginal and Torres Strait Islander artwork
- developing design suitable for cultural context and chosen fabric and printing technique
- preparing fabric, tools and equipment
- using tools and equipment effectively with attention to detail to achieve desired result
- printing a single or two colour design on at least three (3) fabric samples
- reviewing and modifying design and technique as required
- cleaning and storing materials and equipment.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- cultural protocols for using images, designs and printing techniques
- examples of works of identified Aboriginal and Torres Strait Islander artists and textile designers
- elements and principles of design in identified Aboriginal and Torres Strait Islander artwork
- printing processes and practices used by the identified community
- printing techniques:
  - stencil
  - lino cut
  - block
  - stamp
  - silk screen

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- principles and elements of design for printed fabrics
- effects of printing on fabrics
- printing tools and equipment:
  - screens and carousel
  - blocks
  - lino
  - brushes
  - knives
  - bucket, sink or container
  - mixers
  - dyes and inks
- printing techniques to achieve design effects
- characteristics of fabrics
- information resources on fibres and fabrics
- safe practices and procedure

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in textile printing techniques, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD2003 Apply dyeing techniques to produce Indigenous textile designs

Modification History

Release 1. Supersedes and is equivalent to LMTFD2003B Apply dyeing techniques to produce indigenous textile designs

Application

This unit of competency covers the skills and knowledge required to apply dyeing techniques to produce Indigenous textile designs.

The unit of competency applies to the use of tie dye and silk dyeing techniques to produce culturally-specific designs and artworks for fabrics.

The unit of competency should be customised to accommodate the image use and design protocols and techniques specific to an Aboriginal or Torres Strait Islander community.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

Competency Field

Fashion design and technology

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for dyeing**	2.1	Identify and apply protocols for developing culturally-specific designs
		2.2	Develop single or two colour dyeing design suitable for cultural context and chosen fabric and dying technique
		2.3	Identify and prepare suitable fabric, dyeing technique and dye type
		2.4	Select dye formula, and measure and mix dyes to achieve desired result
		2.5	Prepare tools and equipment
		2.6	Use swatches of dyed fabric to experiment with and confirm dye recipe
3	**Dye fabrics**	3.1	Apply dyeing technique to fabric according to WHS practices
		3.2	Use tools and equipment effectively and safely to achieve desired result
		3.3	Complete work systematically with attention to detail
4	**Review dyeing process**	4.1	Assess outcome of dyeing
		4.2	Modify dyeing techniques as required

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4.3 Clean and store materials and equipment

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS requirements
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Protocols include the following:	• the set of rules applying to behaviour/practices in a specific cultural context • cultural protocols for image use, design and printing techniques • recognising and adapting to cultural differences • communication with individuals and community

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Fabrics include one or more of the following:	• fabrics to be used for garments, textile products or accessories • fabrics in completed products • fabrics for art works
Dyeing techniques include one or more of the following:	• tie dye • batik • silk dyeing
Dye types include one or more of the following:	• silk dyes • natural dyes • reactive dyes
Tools and equipment include the following:	• gloves • bucket, sink or container • mixers • dyes and inks

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD2003B Apply dyeing techniques to produce indigenous textile designs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD2003 Apply dyeing techniques to produce Indigenous textile designs

Modification History

Release 1. Supersedes and is equivalent to LMTFD2003B Apply dyeing techniques to produce indigenous textile designs

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following information on work specifications, standard operating procedures (SOPs), work instructions and safe practices
- applying relevant standards
- applying protocols for developing culturally-specific designs
- identifying elements and principles of design in Aboriginal and Torres Strait Islander artwork
- applying design concepts to fabric dyeing
- selecting dye formula, and measuring and mixing dyes to achieve desired result
- preparing fabric, tools and equipment
- using tools and equipment effectively with attention to detail to achieve desired result
- dyeing a single or two colour design on at least three (3) fabric samples
- modifying design and technique as required
- cleaning and storing materials and equipment.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- cultural protocols for using images, designs and printing techniques
- examples of works of identified Aboriginal and Torres Strait Islander artists and textile designers
- elements and principles of design in identified Aboriginal and Torres Strait Islander artwork
- dyeing techniques and processes used by the identified community
- principles and elements of design for dyed fabrics
- effects of dyeing on fabrics
- dyeing tools and equipment:
  - gloves
  - bucket, sink or container

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  - mixers
  - dyes and inks
- dyeing techniques to achieve design effects
- information resources on fibres and fabrics
- characteristics of fabrics
- safe practices and procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency textile dyeing techniques, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD2004 Work within an Indigenous cultural framework

Modification History

Release 1. Supersedes and is equivalent to LMTFD2004B Work within an indigenous cultural framework

Application

This unit of competency covers the skills and knowledge required to work within an Indigenous cultural framework.

The unit of competency applies to Aboriginal and Torres Strait Islander students who wish to produce culturally-specific textile products and identify business opportunities. It applies to key cultural practices and processes used for the design and development of textile works, garments and accessories.

The unit of competency should be customised according to the customs and protocols of the relevant communities. Work should accommodate the image use and design protocols and techniques specific to an Aboriginal or Torres Strait Islander community.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Access information on cultural influences**	1.1	Identify sources of information on local cultures relevant to individual
		1.2	Use appropriate cultural practices to access cultural information
		1.3	Identify cultural influences, ethics and law relating to production of cultural works
2	**Apply relevant work and cultural practices to design and develop textile products**	2.1	Identify relevant procedures and materials common to design and development of textile works, garments and accessories
		2.2	Identify customary structure, organisation and business procedures of relevant Aboriginal and Torres Strait Islander community
		2.3	Determine production processes for converting materials into textile products
		2.4	Comply with cultural protocols, personal rights, responsibilities and legal obligations to design and produce culturally-specific textile products
3	**Investigate business opportunities for cultural works**	3.1	Identify significant people to support design and development of textile works, garments and accessories
		3.2	Identify opportunities for production and sale of cultural textile products
		3.3	Identify potential supply chain components

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Information sources include one or more of the following:	• community elders • family members • artworks and artists • stories • community members • government agencies and services • written, electronic and audio visual material • art centres and galleries
Cultural information includes one or more of the following:	• stories • creative processes and practices • symbols • themes • processes and practices • protocols and procedure • region, environment • cultural rites • artworks • economic systems
Design and development procedures include one or more of the following:	• sourcing and uses of raw materials • dyeing • printing • use of tools and equipment • use of culturally significant themes and stories • involvement and endorsements from significant people • respect for traditional laws and values
Protocols include the following:	• the set of rules applying to behaviour/practices in a specific cultural

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	context • cultural protocols for image use, design and printing techniques • recognising and adapting to cultural differences • communication with individuals and community
Materials include one or more of the following:	• natural, man-made and synthetic fibres and fabrics • animal hides • componentry such as buttons and zips • ochres and other sources of natural dyes • acrylic colours and dyes • objects used for print designs
Significant people include one or more of the following:	• community and family members • people with skills in design, production, marketing or business • trainers, educators, mentors • customers • funders or business supporters

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD2004B Work within an indigenous cultural framework

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD2004 Work within an Indigenous cultural framework

Modification History

Release 1. Supersedes and is equivalent to LMTFD2004B Work within an indigenous cultural framework

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- using appropriate sources and cultural practices to access cultural information
- applying protocols for developing culturally-specific designs
- identifying relevant procedures and materials common to design and development of textile works, garments and accessories
- identifying customary structure, organisation and business procedures of relevant Aboriginal and Torres Strait Islander community
- complying with cultural protocols, personal rights, responsibilities and legal obligations to develop textile products
- identifying at least two (2) opportunities for production and sale of textile products
- identifying potential supply chain components.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- protocols on access to culturally specific information
- safe work practices and procedures
- cultural protocols for using images, designs and printing techniques
- procedures and materials common to design and development of textile works, garments and accessories
- supply chains:
  - product flow
  - raw material
  - production
  - distribution
  - marketing
  - customers
  - business support and administrators
- people to support design and development of textile works, garments and accessories
- production processes:

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- textile printing and dyeing
- making patterns
- marking and cutting fabric
- sewing
- finishing
- colour mixing

- potential opportunities for product sales
- supply chain components.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in Indigenous cultural knowledge, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD2005 Identify design process for fashion designs

Modification History

Release 1. Supersedes and is equivalent to LMTFD2005B Identify design process for fashion designs

Application

This unit of competency covers the skills and knowledge required to identify design process for fashion designs.

The unit of competency applies to identifying the criteria for a fashion design brief, and how they impact on the process of producing fashion items. It includes the impact of colour on the design process in a production environment.

Work is conducted according to defined procedures, in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 **Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Prepare for fashion design process**	2.1	Identify the elements and principles of fashion design
		2.2	Identify the criteria of an identified fashion design brief
		2.3	Investigate colour dimensions and colour combinations for fabrics, accessories and components
		2.4	Identify commercial considerations in producing a design
		2.5	Prepare tools, equipment and work space
3	**Prepare colour design**	3.1	Identify relationship between value and intensity and prepare a colour chart for a design brief
		3.2	Use appropriate tools and equipment to prepare a colour wheel and shade scale according to colour mixing principles
		3.3	Colour match all garment components with identified fabric to prepare colour design for production
4	**Review colour design**	4.1	Check that colour charts satisfy specifications and quality criteria
		4.2	Carry out any changes or adjustments as required
		4.3	Document and record design

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS requirements

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Criteria for a fashion design brief include three or more of the following:

- subject matter/garment
- style
- effects
- colour
- size
- fabric
- quantity
- timeframe

Tools and equipment include one of more of the following:

- digital equipment
- software
- fabrics
- hand tools
- pencils, crayons, pens, brushes and paints

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- paper and cardboard

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD2005B Identify design process for fashion designs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD2005 Identify design process for fashion designs

Modification History

Release 1. Supersedes and is equivalent to LMTFD2005B Identify design process for fashion designs

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- interpreting the criteria of a given fashion design brief
- investigating colour dimensions and colour combinations for a variety of fabrics, accessories and components in response to a design brief
- preparing a colour wheel and shade scale according to colour mixing principles
- preparing a colour chart for a design brief
- colour matching all garment accessories and components with identified fabric to prepare colour design for production
- checking colour chart against design brief and quality criteria, and making adjustments, as required
- documenting and recording design.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- elements and principles of design:
  - repetition
  - gradation
  - rhythm
  - radiation
  - harmony
  - contrast
  - dominance
  - proportion
  - balance
  - unity
- role of colour in fashion design

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- colour wheels
- dimensions of colour:
  - value/tone
  - hue
  - chroma/intensity/clarity/saturation
- attributes of colour:
  - mood
  - emotion
  - positive or negative
  - cool, warm or neutral
- colour combinations:
  - complementary or contrasting
  - analogous or harmonious
  - triad
  - monochromatic
- specifications of a design brief:
  - subject matter
  - style
  - effects
  - colour
  - size
  - fabric
  - quantity
  - timeframe
  - colour mixing principles
- components and accessories:
  - zips
  - buttons
  - thread
  - linings
  - trims
- materials, tools and equipment to experiment with colour
- commercial considerations in producing a design:
  - fabric quality
  - cost of fabrics, trims accessories
  - cost of components and accessories
  - single, small run or volume production
  - size range
  - overheads
  - labour

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    - transport
    - marketing and distribution
- quality criteria:
    - proportion
    - perspective
    - symmetry and balance
    - detailing
    - neatness.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in fashion design at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
-

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD2006 Use a sewing machine for fashion design

Modification History

Release 1. New unit

Application

This unit of competency covers the skills and knowledge required to use a sewing machine to align and sew pattern pieces and sew components.

The unit of competency applies to aligning and sewing straight seams, joining flat pieces of stable fabric together, sewing components and stitching hems, using basic stitching.

Work is conducted according to defined procedures and would not be applied in a large scale production environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to use sewing machine**	2.1	Determine materials and machining requirements and develop plan for sewing operations
		2.2	Clean, check, set up and adjust machine according to specifications for work
		2.3	Identify poor machine performance and adjust, as required
		2.4	Check and lay out fabric pieces in sequence according to production operations
3	**Use sewing machine**	3.1	Sew pieces according to pattern requirements and quality standards
		3.2	Use machine according to requirements for efficient work
		3.3	Perform a range of sewing operations to align and sew pattern pieces and sew components.
		3.4	Control machine and handle work according to type of operations, fabrics and product type
4	**Assess quality of sewn work**	4.1	Inspect sewn work against specifications, workplace procedures and quality standards
		4.2	Identify any faults or pieces that do not meet quality standards and take appropriate action
		4.3	Record results of quality inspection and store work ready for next operation

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Machines include one or more of the following:	• domestic sewing machine • commercial sewing machine • plain lockstitch sewing machine • overlocker
Materials include one or more of the following:	• fabric • thread • zips • buttons • trims

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Fabrics include one or more of the following	• stable woven and knitted fabrics, such as cotton drill, calico, double knit, rugby knit and poplin • denim, single knits, tricot and gabardine
Components include three or more of the following:	• sleeves • waistbands (straight or shaped) • collars • cuffs • plackets • facings (neck and armhole) • binds • zips (dress, skirt, trouser and invisible) • buttons and buttonholes • pockets (cut away, patch and in seam)
Set-up includes the following:	• correct thread • needle size and type: a variety of size and types, such as standard and ball point • tension setting • attachments
Identify poor machine performance includes:	• identifying worn or damaged parts, and reporting or replacing according to manufacturer specifications • identifying tension faults • identifying poor thread performance or incorrect thread selection • identifying incorrect foot or needle for sewing • identifying impact of poor machine performance on sewing • checking and replacing worn or damaged needles and attachments (feet)
Actions to respond to faults or poor quality include one or more of the following:	• correcting and re-doing work • discarding and recycling fabric and starting again • adjusting machine settings, threading, tension, foot and needle • revising choice of fabric, thread or stitching • seeking advice or further training
Sewing operations include	• aligning and sewing straight seams

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one or more of the following:	• joining flat pieces of stable fabric together • top stitch, edge stitch, open seams, closed seams and lapped seams • sewing techniques where the positioning, feeding and handling of work pieces involves discretionary changes, contouring or critical stopping points or involving the special handling skills required to accommodate fabric variations • gathering, easing, tucking and stitching curves • hems (double fold, rolled, blind and stitched hem) • darts and pleats

Unit Mapping Information

Release 1. New unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD2006 Use a sewing machine for fashion design

Modification History

Release 1. New unit

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- checking work against specifications and preparing machine and materials
- demonstrating sewing techniques on a domestic or commercial machine
- using at least two (2) different fabrics, to sew at least three (3) samples of the following operations:
  - aligning and sewing straight seams
  - joining flat pieces of stable fabric together
  - top stitch, edge stitch, open seams, closed seams and lapped seams
- demonstrating sewing techniques using one (1) or more fabrics, to sew at least three (3) different components, and include three (3) of the following operations:
  - gathering, easing, tucking and stitching curves
  - hems (double fold, rolled, blind and stitched hem)
  - darts and pleats
- doing routine maintenance on identified sewing machine
- inspecting completed work to check it complies with workplace procedures and quality, and identifying and correcting faults
- recording results of quality inspection and storing work ready for next stage.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- sewing operations, such as:
  - aligning and sewing straight seams
  - joining flat pieces of stable fabric together
  - top stitch, edge stitch, open seams, closed seams and lapped seams

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    - sewing techniques where the positioning, feeding and handling of work pieces involves discretionary changes, contouring or critical stopping points or involving the special handling skills required to accommodate fabric variations
    - gathering, easing, tucking and stitching curves
    - hems (double fold, rolled, blind and stitched hem)
    - darts and pleats
- techniques in using and maintaining identified sewing machine
- characteristics of fabrics:
    - stable woven and knitted fabrics and threads, such as cotton drill, calico, double knit, rugby knit and poplin
    - denim, single knits, tricot and gabardine
- materials, including:
    - fabric
    - buttons
    - zippers
    - trims
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in using a domestic or commercial sewing machine for fashion design, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTFD3001 Market design product to local outlets

Modification History

Release 1. Supersedes and is equivalent to LMTFD3001B Market design product to local outlets

Application

This unit of competency covers the skills and knowledge required to market design product to local outlets.

The unit of competency applies to the presentation and sale of a single or small range of fashion design products to local outlets, such as markets, galleries, shops and art centres, or direct to the customer.

Work may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to market design product**	2.1	Identify features and benefits of design product
		2.2	Identify key customers and purchasing requirements
		2.3	Identify potential product range and suitable sales outlets
3	**Prepare design product for sale**	3.1	Explore pricing options for similar products and sales outlets and determine price
		3.2	Select presentation to maximise appearance.
		3.3	Prepare promotional tools to support sales
		3.4	Negotiate promotional costings and price of product with outlet or customer as required
		3.5	Prepare documentation to confirm supply arrangements and sale conditions
4	**Review marketing of design product**	4.1	Determine process and format to record marketing and sales outcomes
		4.2	Explore opportunities for varying product design and promotional tools to enhance market for product

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS procedures
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Sales outlets include one or more of the following:	• markets • galleries • shops • art centres • websites
Promotional tools include three or more of the following:	• display props • gimmicks • websites • labelling • special offers • packaging • product information • fliers • signage • social media
Sale conditions include two	• selling period

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or more of the following:

- commission
- bulk purchase
- discounts
- pre-purchase
- on consignment
- sale or return
- damaged or faulty products
- insurance

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD3001B Market design product to local outlets

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD3001 Market design product to local outlets

Modification History

Release 1. Supersedes and is equivalent to LMTFD3001B Market design product to local outlets

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- determining design product or products to be marketed and identifying features and benefits of product
- identifying key customers, purchasing behaviours and potential sales outlets
- exploring pricing options for similar products and sales outlets and determining proposed sale price
- preparing and costing three (3) promotional tools and materials highlighting features and benefits of design products for sale
- negotiating promotional costings and price of product with outlet or customer, as required
- preparing documentation confirming supply arrangements and sale conditions
- developing a process and format to record marketing and sales outcomes
- listing at least one (1) opportunity for varying product design and promotional tools to enhance market for product.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- location of sales outlets and sales practices in local community
- features and benefits of identified products
- purchasing options and sales processes:
  - location of sales outlet
  - purchasing times
  - cash or credit payment options
  - acceptable price range
  - expectations of product performance
  - opportunity to try garments on

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    - need to return or exchange items
- promotional tools and practices:
    - display props
    - gimmicks
    - websites
    - labelling
    - special offers
    - packaging
    - product information
    - fliers
    - signage
    - social media
- recording and reporting practices
- work instructions, standard operating procedures and safe work practices.

Assessment Conditions

- Assessors must:
- satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
- have vocational competency in marketing design products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD3002 Design and produce indigenous printed textiles to a brief

Modification History

Release 1. Supersedes and is equivalent to LMTFD3002B Design and produce indigenous printed textiles to a brief

Application

This unit of competency covers the skills and knowledge required to design and produce printed textiles that reflect Indigenous Australian cultures, in response to a brief.

The unit of competency applies to Indigenous Australians and the use of culturally-specific designs, artworks and production processes and techniques for printed fabrics or textile products. Textile products may involve more than one printing technique.

The unit of competency should be customised to accommodate the image use and design protocols and techniques specific to an Aboriginal or Torres Strait Islander community.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFD2002 Apply printing techniques to produce Indigenous textile designs

MSTFD2003 Apply dyeing techniques to produce Indigenous textile designs

MSTFD2004 Work within an Indigenous cultural framework

Competency Field

Fashion design and technology

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for producing Indigenous printed textiles**	2.1	Interpret design brief and consult with relevant people to identify key requirements
		2.2	Identify and apply protocols for developing culturally-specific designs
		2.3	Identify and experiment with techniques and develop design concept to obtain desired effects
		2.4	Confirm design and review against requirements of the brief
		2.5	Prepare chosen textile, tools and equipment for printing
3	**Print textiles**	3.1	Apply printing technique according to WHS practices
		3.2	Use tools and equipment effectively and safely to achieve desired result
		3.3	Complete work systematically with attention to detail
4	**Review design and printing**	4.1	Review process to assess outcome in relation to brief
		4.2	Modify printing techniques and design elements, as

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process	required
4.3	Comply with workplace procedures and clean and store materials and equipment

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • (PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS procedures
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Design brief includes three or more of the following:	• subject matter • style • effects • colour • size

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	• fabric • quantity • timeframe
Relevant people include one or more of the following:	• clients • elders, traditional owners and others with cultural and social authority • supervisors • co-workers
Protocols include the following:	• the set of rules applying to behaviour/practices in a specific cultural context • cultural protocols for image use, design and printing techniques • recognising and adapting to cultural differences • communication with individuals and community
Textiles include one or more of the following:	• fabrics used for garments, textile products or accessories • fabrics in completed products
Indigenous printed textiles include one or more of the following:	• culturally-specific designs • artworks • production processes and techniques for printed fabrics or textile products • image use and design protocols and techniques specific to an identified Aboriginal or Torres Strait Islander community

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD3002B Design and produce indigenous printed textiles to a brief

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD3002 Design and produce indigenous printed textiles to a brief

Modification History

Release 1. Supersedes and is equivalent to LMTFD3002B Design and produce indigenous printed textiles to a brief

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- applying protocols for developing culturally-specific designs
- identifying requirements of the design brief and confirming with relevant people
- experimenting with techniques and developing a design concept to achieve desired effects
- preparing and using fabric, tools and equipment to print at least three (3) preliminary samples to experiment with technique
- reviewing process and applying printing technique to print a design as specified in the design brief on at least three (3) fabric samples
- completing work systematically with attention to detail
- modifying design and technique as required
- cleaning and storing materials and equipment.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- cultural protocols for using images, designs and printing techniques
- examples of works of Aboriginal and Torres Strait Islander artists and textile designers
- elements and principles of design in Aboriginal and Torres Strait Islander artwork
- printing processes and practices used by the identified community
- principles and elements of design for printed fabrics
- specifications of a design brief:
  - subject matter /function of printed textile
  - style
  - effects
  - colour

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  - size
  - fabric
  - quantity
  - timeframe
- characteristics of fabrics and effects of printing on fabrics
- printing tools, equipment and techniques to achieve design effects:
  - screens and carousel for printing
  - blocks
  - lino
  - brushes
  - knives
  - bucket, sink or container
  - mixers
  - dyes, inks
- printing processes and practices:
  - stencil
  - lino cut
  - block
  - stamp
  - silk screen
  - uses of natural and acrylic paints
  - uses of natural items for stamps
- information resources on fibres and fabrics
- safe practices and procedures

Assessment Conditions

- Assessors must:
- satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
- have vocational competency in designing textiles, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFD3003 Prepare design concept for a simple garment

Modification History

Release 1. Supersedes and is equivalent to LMTFD3003B Prepare design concept for a simple garment

Application

This unit of competency covers the skills and knowledge required to prepare design concept for a simple garment.

The unit of competency applies to individuals working with the patternmaker or designer to create a design concept for production of a simple garment. The concept is based on historical influences and trends from the 20th Century. Work is supervised, may be conducted in small to large scale enterprises, and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTCL2011 Draw and interpret a basic sketch

MSTFD2005 Identify design process for fashion designs

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Prepare to develop design concept**	2.1	Identify significant events of the 20th Century and fashion trends related to them
		2.2	Identify fashion cycles and garments that contain different design principles
		2.3	Prepare tools, equipment and work space
		2.4	Draw a series of trade sketches to illustrate design principles
3	**Develop design concept**	3.1	Determine garment type and specifications
		3.2	Prepare sketches to illustrate design concept and develop storyboard
4	**Check and review design concept**	4.1	Review sketches and assess against quality criteria
		4.2	Complete documentation relating to storyboard
		4.3	Carry out any changes or adjustments, as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS requirements
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Drawing tools and equipment include one or more of the following:	• A3 layout pad • digital equipment • software • fabrics • hand tools • pencils, crayons, pens and paints • paper and cardboard
Significant events include one or more of the following:	• wars • female emancipation • rock and roll • hippy era • technological developments (e.g. plastics and manufactured textiles) • space age
Garments include one or more of the following:	• skirts • trousers/pants

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- shirts/blouses
- dresses

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD3003B Prepare design concept for a simple garment

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD3003 Prepare design concept for a simple garment

Modification History

Release 1. Supersedes and is equivalent to LMTFD3003B Prepare design concept for a simple garment

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- identifying and illustrating selected features of fashion trends related to significant 20th Century events or periods
- drawing a series of trade sketches to illustrate design principles for at least two (2) garment features that represent fashion trends related to a significant 20th Century event or periods
- developing a storyboard and documentation to represent design concept for one (1) simple garment that reflects fashion trends related to a significant 20th Century event
- checking design concept and making required changes, as required to meet relevant industry or Australian Standards that are current at the time this unit is being undertaken

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- relevant industry or Australian Standards that are current at the time this unit is being undertaken
- significant events of the 20th Century that have impacted on fashion trends
- fashion trends relating to garment features, such as:
  - skirt hem lengths
  - sleeve shapes
  - trousers widths
  - lycra
  - hipsters
- design principles and features of fashion trends associated with 20th Century events
- principles of design:
  - repetition
  - gradation
  - rhythm
  - radiation

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  - harmony
  - contrast
  - dominance
  - proportion
  - balance
  - unity
- elements of a storyboard:
  - fabrics
  - colours
  - sketches
  - illustrations
  - shapes
  - textures
  - specifications
  - fabric swatches
- quality criteria:
  - proportion
  - perspective
  - symmetry and balance
  - detailing
  - neatness
- work instructions, SOPs and safe work practices.

Assessment Conditions

- Assessors must:
- satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
- have vocational competency in preparing a design concept for a simple garment, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTFD3004 Draw a trade drawing for fashion design

Modification History

Release 1. Supersedes and is equivalent to LMTFD3004B Draw a trade drawing for fashion design

Application

This unit of competency covers the skills and knowledge required to draw an accurate trade or technical drawing based on specifications and a design.

The unit of competency applies to the patternmaking or design room, where accurate trade or technical drawings are required to interpret and clarify a garment design.

Work is supervised and may be conducted in small to large scale enterprises. Work may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to produce a trade drawing**	2.1	Identify all garment characteristics, components and specifications
		2.2	Select and prepare drawing tools, equipment and workstation
		2.3	Select appropriate templates to prepare trade drawing
3	**Produce a trade drawing**	3.1	Use quality criteria to create a working drawing that correctly represents a pattern piece or garment
		3.2	Draw lines accurately to represent garment specifications
		3.3	Identify and label relevant parts of drawing and include notes relating to construction and design features
4	**Check and complete work**	4.1	Assess trade drawing against design specifications and quality criteria
		4.2	Make changes or adjustments to trade drawing, as required
		4.3	Complete and store documentation relating to trade drawing

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS requirements
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Garments include one or more of the following:	• skirts • trousers/pants • shirts/blouses • dresses • coats • lingerie
Garment features include one or more of the following:	• fitting and seam lines • style lines • yokes, gores and panels • necklines • sleeves • collars • zips and buttons • pockets • waistbands
Details and special effects	• top stitching and edge stitching

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include one or more of the following:	• pin tucks and tucks • frills and gathers • pleats • drapes • fabric effects (lace, fur and knitwear) • bows and ties • quilting • elastication
Templates for trade drawings include one or more of the following:	• front and back full body view • ladies, men's and children's • upper torso/lower torso • swimwear/lingerie • full body with arms and legs extended from torso • 3/4 turned

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD3004B Draw a trade drawing for fashion design

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD3004 Draw a trade drawing for fashion design

Modification History

Release 1. Supersedes and is equivalent to LMTFD3004B Draw a trade drawing for fashion design

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- using appropriate tools and equipment to produce working drawings
- using templates to produce drawings that are in proportion and technically correct, showing all details, including front and back view, and incorporating all quality criteria
- completing accurate trade drawings of at least two (2) garments that meet all requirements of the design brief or specification
- drawing lines accurately to represent garment specifications
- identifying and labelling relevant parts of drawing, and including notes relating to construction and design features
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- drawing tools and equipment:
  - paper
  - layout pad
  - pencils, various grades
  - pencil sharpener
  - kneadable eraser
  - ruler
  - black felt tip pens
  - portfolios
  - templates
  - computer with drawing software

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- patternmaking and design terminology
- fabric performance characteristics
- garment styles, features, special effects and detailing options
- quality criteria for trade drawings:
  - proportion
  - perspective
  - symmetry and balance
  - fabric performance
  - detailing
  - neatness
- sequence of operations
- lines to represent garment specifications:
  - straight
  - angled
  - curved
  - pointed
  - dotted
  - dashed
  - circled
- recording and reporting practices

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in technical or trade drawing for fashion design at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTFD3005 Use skin, fur or leather to create fashion or textile products

Modification History

Release 1. Supersedes and is equivalent to LMTML3005A Use skin, fur or leather in millinery products

Application

This unit of competency covers the skills and knowledge to use skin, fur or leather to create or embellish fashion, textiles or textile products, such as simple garments, accessories and millinery.

Skills and knowledge in design and production will include the required dimensions of the animal skin or pelt, the techniques and resources required to carry out production according to the design, the intended purpose of the finished product, and the views of the customer in using particular animal skins or pelts.

Skin, fur and leather may be incorporated by hand or simple machining. Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

The unit does not include working with footwear.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to use skin, fur or leather**	2.1	Determine requirements of design brief
		2.2	Draft pattern or select existing pattern according to design and performance requirements
		2.3	Select materials according to design and production requirements
		2.4	Select materials according to legal and environmental regulations and considerations
		2.5	Identify production resource requirements and prepare work area and equipment
3	**Produce components**	3.1	Make up pattern as a toile for testing, as required
		3.2	Prepare materials according to the requirements for the type of material and the production requirements
		3.3	Dampen animal materials, stretch, thin, block and dry, as appropriate
		3.4	Cut materials to selected pattern
		3.5	Comply with relevant workplace procedures
4	**Produce product and finalise**	4.1	Join pieces, sew or bond appropriately for design and material

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production	4.2	Trim and finish product
	4.3	Check product against design and production requirements
	4.4	Produce product ready for packaging, storage or despatch
	4.5	Complete production process, including housekeeping and required documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Performance requirements	• purpose of textile product, including utility, decoration,

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include one or more of the following:	artistic creation, protection, warmth, durability and embellishment • purpose of garments or millinery items, including sportswear, fashion, theatre, work-wear, sun protection, wet weather protection and warmth • the durability/wearability and social sensitivity of various skins and pelts • how the material will perform in various situations, such as heat, wet, cold and sun • how the selected material will respond to dampening, cutting, stretching, drying, sewing and other production processes

Resource requirements include one or more of the following:	• well-ventilated and lit work area
	• facilities and equipment for:
	  • measuring and cutting
	  • dampening
	  • stretching
	  • blocking
	  • dyeing and working with chemicals
	  • drying
	  • sewing and bonding
	• PPE

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML3005A Use skin, fur or leather in millinery products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD3005 Use skin, fur or leather to create fashion or textile products

Modification History

Release 1. Supersedes and is equivalent to LMTML3005A Use skin, fur or leather in millinery products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- selecting materials and processes to make fashion or textile products that incorporate fur, skin or leather
- developing designs and/or patterns for fashion or textile products that incorporate fur, skin or leather, according to design and performance requirements
- conducting handling and production operations and processes on selected fur, skin or leather and complying with relevant legal and environmental regulations
- applying relevant procedures to produce at least two (2) products using skin, fur or leather
- checking products meet specifications and production requirements
- applying workplace procedures
- completing required documentation

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- production techniques for identified product
- patternmaking and cutting for accessories, simple garments or millinery
- performance requirements of various finished products
- performance and handling requirements of two (2) or more treated and processed animal skins and pelts, such as:
  - leather
  - suede
  - chamois
  - fur
  - feather
  - reptile

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    - fish
    - man-made alternatives with similar handling/characteristics (such as faux fur and vinyl)
- resource requirements for a range of design, preparation and production techniques using animal skins and pelts
- legal requirements and obligations related to the use of animal skins and pelts, such as:
    - quarantine, importation and exportation issues relating to the use of furs, skins and hides
    - treatment and preservation requirements of animal pelts
    - social sensitivity
    - animal protection
- required documentation, such as:
    - item or batch number and date of finished item
    - customer order information
    - dispatch information
    - customer invoicing
- safety and environmental aspects of related to workplace operation and handling
- quality standards
- workplace procedures
- recording and reporting procedures

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in using skin, fur or leather in fashion or textile production, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTFD4001 Apply design studio process

Modification History

Release 1. Supersedes and is equivalent to LMTFD4001B Apply design studio process

Application

This unit of competency covers the skills and knowledge required to apply design studio processes when interpreting and responding to a specified brief to produce a fashion design product.

The unit of competency applies to the integration of skills across the design process and focuses on experimentation of design studio processes to result in the production of a fashion design product. The design brief may be contextualised to a particular context within the fashion industry and includes clear specifications for the product design.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for design and production**	2.1	Identify specifications of design brief, end-user expectations and purposes of the product
		2.2	Research relevant information to guide design and production process
		2.3	Analyse information, clarify brief, as required, and identify any additional expertise needed for project
		2.4	Identify preliminary design concept
3	**Undertake design and production processes**	3.1	Implement design processes to experiment with and develop design concepts
		3.2	Use appropriate communication tools to seek feedback on design concept from appropriate personnel and modify concept in line with design brief
		3.3	Use selection processes to evaluate and refine concept options and develop design
		3.4	Identify production requirements and make preparations for production according to Australian Standards
		3.5	Identify sequence of operations and complete requirements to develop and confirm design pattern
		3.6	Complete required actions to produce finished fashion product
4	**Review design and production processes**	4.1	Assess finished product against quality criteria, design specifications and design brief
		4.2	Evaluate design to identify opportunities for improvement

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4.3 Analyse and evaluate production process to identify opportunities for improvement

4.4 Document process and improvements

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS requirements
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Specifications for design include three or more of the	• budget • price point • type of garment

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following:	• range • style requirements • fit model specifications • size range • timeline • design restrictions or conditions
Relevant information to guide design and production process includes one or more of the following:	• trends • fabrics • production and construction processes • target market • characteristics of target market • resource availability • costs
Selection processes include two or more of the following:	• checking against design brief • discussing with supervisor • testing with target market • testing with production team • discussing with patternmaker • testing with sales and marketing professionals
Preparations for production include the following:	• identifying all components required for production • identifying technical aspects of production • completing specification sheet to guide production • identifying and sourcing resources and production requirements • developing production plan to guide production
Sequence of operations includes the following:	• selecting blocks to meet design brief • modifying blocks to create patterns that meet design requirements and specifications • making pattern according to industry standards, including industry markings and lay plans • creating toile to test accuracy of pattern • confirming pattern against design specifications
Produce finished fashion product includes the	• preparing workplace according to WHS practices • preparing materials and resources • cutting fabric according to pattern directions

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following:

- sewing product according to specifications
- finishing product according to specifications

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4001B Apply design studio process

Links

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Assessment Requirements for MSTFD4001 Apply design studio process

Modification History

Release 1. Supersedes and is equivalent to LMTFD4001B Apply design studio process

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and meet the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- determining specifications of design brief, end-user expectations and purposes of the product, and researching relevant information to guide design and production process
- implementing design processes to experiment with and develop design concepts
- using appropriate communication tools seek feedback on design concept from appropriate personnel and modify or refine concept in line with design brief
- confirming production requirements, design pattern, sequence of operations and preparations for production
- producing at least two (2) fashion design products that meet the design brief specifications and Australian Standards
- evaluating completed product design and production processes to identify possible improvements
- documenting design process and possible improvements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards for patterns and garment construction
- aspects of the design process:
  - applying elements and principles of design
  - developing inspiration boards and storyboards
  - assessing fibres and fabrics
  - reviewing relevant products such as garment sample designs
- design, patternmaking and fashion production tools, equipment and processes:
  - blocks
  - dress form
  - scissors

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  - square rule
  - marker pens
  - hole punch
  - pins
  - fashion triangle
  - French curve
  - pattern notcher
  - weights
  - tape measure
- characteristics of target market:
  - age
  - gender
  - size, body characteristics
  - economic and social expectations
  - purchase pattern
- communication tools:
  - inspiration board
  - storyboard
  - research information
  - multimedia tools
  - print and audio tools
  - demonstration or exhibition
- communication skills and strategies:
  - effective verbal and non-verbal communication
  - oral, written and visual communication
  - active listening
  - positive language
  - recognising and adapting to cultural differences
  - negotiation and conflict resolution skills
- elements and principles of design and how they are used to create good design in the clothing industry:
  - repetition
  - gradation
  - rhythm
  - radiation
  - harmony
  - contrast
  - dominance
  - proportion
  - balance

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    - unity
- information sources and requirements for design and production
- structural anatomy impacting on design:
    - skeletal development
    - muscle development
- body morphology:
    - shape
    - form
    - fat distribution
- garment construction
- fabrics, fibres, trims and accessories, and their properties and characteristics
- personnel who can contribute to design brief and studio processes:
    - supervisor
    - trainer/mentor
    - designers
    - patternmakers
    - production supervisors
- quality criteria:
    - proportion
    - perspective
    - symmetry and balance
    - detailing
    - neatness
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in fashion design studio processes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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MSTFD4002 Apply principles of colour theory to fashion design development

Modification History

Release 1. Supersedes and is equivalent to LMTFD4002B Apply principles of colour theory to fashion design development

Application

This unit of competency covers the skills and knowledge required to apply principles of colour theory to fashion design development.

The unit of competency applies to identifying the elements and principles of colour theory, and how they impact on the design process when developing fashion products. It includes the development of a colour wheel and a colour chart for an identified design concept. It applies to using colour in any area of the fashion design process, to create visual effects, influence mood and develop design directions based on colour choices.

Work is supervised and may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

MSTFD2005 Identify design process for fashion designs

Competency Field

Fashion design and technology

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Investigate colour and colour theory**	2.1	Identify sources of information on colour and colour theory
		2.2	Identify the attributes and dimensions of colour
		2.3	Identify the application of colour theory to the fashion design process
3	**Experiment with colour for fashion design**	3.1	Identify the criteria of an identified fashion design brief
		3.2	Investigate colour combinations and relationships for use in fashion design
		3.3	Identify visual or optical effects of colour and colour schemes
		3.4	Investigate colour forecasting options
		3.5	Mix colours to create new combinations or schemes
		3.6	Use appropriate tools and equipment to prepare a colour wheel and shade scale or chart according to colour mixing principles
		3.7	Identify fabric and colour-match all components for production
4	**Use colour to**	4.1	Identify different uses of colour and compare impact on

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communicate concept or idea		concept or idea
	4.2	Apply colour to fashion templates and use colour to develop fashion storyboards and reflect design concept
	4.3	Check colour chart complies with design brief and quality criteria
	4.4	Document and store colour investigations for future reference

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS requirements

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Visual or optical effects include two or more of the following:	• size • density • value • visual mixing • simultaneous contrast • motion • texture
Criteria for a fashion design brief include two or more of the following:	• subject matter/garment • style • effects • colour • size • fabric • quantity • timeframe
Tools and equipment include two or more of the following:	• digital equipment • software • fabrics • hand tools • pencils, crayons, pens, brushes and paints • paper and cardboard

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4002B Apply principles of colour theory to fashion design development

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4002 Apply principles of colour theory to fashion design development

Modification History

Release 1. Supersedes and is equivalent to LMTFD4002B Apply principles of colour theory to fashion design development

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- creating a portfolio of fashion pictures and illustrations that reflect different visual or optical effects, moods and colour schemes
- interpreting the criteria of a given fashion design brief
- identifying at least two (2) colour forecasting sources
- preparing a colour wheel and shade scale according to colour mixing principles
- preparing a colour chart for a story board for a design concept
- colour matching all garment accessories and components with identified fabric to prepare colour design for production
- checking colour chart against design brief and quality criteria, and making adjustments if required
- documenting and recording design.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- sources of information on colour and colour theory
- role of colour in fashion design
- colour wheels
- dimensions of colour:
  - value/tone
  - hue
  - chroma/intensity/clarity/saturation
- attributes of colour:
  - mood

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  - emotion
  - positive or negative
  - cool, warm or neutral
- colour combinations:
  - complementary or contrasting
  - analogous or harmonious
  - triad
  - monochromatic
- role of colour in fashion design
- specifications of a design brief:
  - subject matter
  - style
  - effects
  - colour
  - size
  - fabric
  - quantity
  - timeframe
- colour mixing principles
- components and accessories:
  - zips
  - buttons
  - thread
  - linings
  - trims
- materials, tools and equipment to experiment with colour
- components of a storyboard:
  - fabrics
  - colours
  - sketches
  - illustrations
  - shapes
  - textures
  - specifications
  - fabric swatches
- commercial considerations in producing a design
  - fabric quality
  - cost of fabrics, trims and accessories
  - cost of components and accessories
  - single, small run or volume production

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  - size range
  - overheads
  - labour
  - transport
  - marketing and distribution
- colour forecasting
- quality criteria:
  - proportion
  - perspective
  - symmetry and balance
  - detailing
- neatness.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in colour design, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFD4003 Assist in preparation of preliminary design concepts

Modification History

Release 1. Supersedes and is equivalent to LMTFD4003B Assist in preparation of preliminary design concepts

Application

This unit of competency covers the skills and knowledge required to assist in the preparation of preliminary design concepts.

The unit of competency applies to preparing preliminary design concepts for garments, for self or others, using generally basic stable fabrics.

It applies to original creation or adaptation of designs or interpretation of sketches for single or multiple production styles and ranges, made-to-measure and theatre costuming.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Prepare to contribute to preliminary design concepts**	2.1	Collaborate with relevant people to identify and confirm design brief details and clarify parameters of the project
		2.2	Identify principles of good fashion design and required Australian Standards
		2.3	Research fashion trends and assess suitability of fabrics to satisfy the project brief
		2.4	Identify a range of possible design concepts with relevant people
3	**Contribute to preliminary design concepts**	3.1	Work with others to develop preliminary design concepts
		3.2	Prepare storyboard themes related to styles, fabrics and colours
		3.3	Contribute positively to ideas and discussion with team members to enhance success of project
4	**Contribute to preparation of the presentation**	4.1	Develop and refine relevant support materials and explanations in conjunction with members of design team
		4.2	Determine and rehearse own role and relationship to others for a presentation meeting
		4.3	Outline features and benefits of designs in a positive manner that encourages approval
		4.4	Assess contribution and identify areas for improvement

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Design brief details include one or more of the following:	• garment or range details • target market • end uses of product • cost point • production requirements • timelines • client requirements • workplace requirements • quality requirements • style and feature requirements

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Design concept includes one or more of the following:	• single or multiple production styles and ranges • made-to-measure • theatre costuming • own use • client use
Relevant people include one or more of the following:	• designer • sales team • management • client • supervisor

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4003B Assist in preparation of preliminary design concepts

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4003 Assist in preparation of preliminary design concepts

Modification History

Release 1. Supersedes and is equivalent to LMTFD4003B Assist in preparation of preliminary design concepts

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- collaborating with others to generate ideas in response to a design brief
- contributing to selecting and preparing appropriate preliminary design concept for development
- preparing storyboard themes manually or using computer-aided design (CAD) systems related to styles, fabrics and colours
- contributing positively to ideas and discussion with team members and to the development and presentation of the design concept to enhance success of project
- preparing and rehearsing own contribution to a presentation to the client that meets all requirements of the brief and outlines features and benefits
- presenting features and benefits of designs in a positive manner that encourages approval
- reviewing performance and identifying areas for improvement.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- elements and principles of design and how they are used to create good design in the fashion industry
- fashion industry context such as codes of practice, global and local trends, copyright obligations and resource sources
- garment construction, marker making and cutting procedures, including:
  - seam finishes, such as flat seam, blind hem and French seam
  - allocation of seam allowance
  - stitches, such as straight, zigzag, overlock and buttonholes
  - stitch requirements
  - notching

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  - pattern information (size, style number, cutting instructions and identity)
  - darts
  - drill holes
  - slits
  - job seams
  - grain line
  - cutting line
  - stitching line
- colour/colour mix and interpretation
- properties and characteristics of basic stable fabrics, fibres, trims and accessories
- Australian Standards
- suitability of fabrics:
  - trends
  - performance
  - colour
  - availability
  - care and maintenance requirements
- storyboard components:
  - trade sketches of new garment designs
  - illustrations
  - magazine extracts
  - fabric swatches
  - trim or accessory samples
  - colour palette
  - specifications
- parameters of the project:
  - team members and their roles
  - chain of command
  - timelines
  - budget constraints
  - reporting processes
  - workplace practices
  - technical requirements of production
  - constraints
  - project plan and critical path
  - additional expertise
  - influence of previous projects
- presentation to client:
  - use effective oral and/or written communication tools to present design concept
  - use positive language

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- emphasise features and benefits of design concepts
- encourage and promote acceptance of design concept
- assess and respond to client response

- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in fashion design, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFD4005 Communicate and sell design concepts

Modification History

Release 1. Supersedes and is equivalent to LMTFD4005B Communicate and sell design concepts

Application

This unit of competency covers the skills and knowledge required to communicate and sell design concepts.

The unit of competency applies to the use of design tools, such as storyboards and inspiration boards, to communicate and sell design concepts to other fashion industry professionals.

The unit of competency applies to work in a production environment where design decisions impact on the work and where design concepts must be communicated to other fashion industry professionals in order to gain agreement for further development.

The unit of competency includes the application of the elements and principles of design, and how they impact on the process of producing fashion items. It includes impact of colour on the design process.

Work is supervised and may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to communicate design concepts**	2.1	Interpret and respond to the design brief
		2.2	Identify key requirements for design concept and sources of design ideas
		2.3	Identify target market and its influence on design process
		2.4	Apply principles of design to identify, collect and collate inspirational items
		2.5	Identify and prepare key elements of a storyboard
3	**Create design tools to communicate design concepts**	3.1	Develop an inspiration board to communicate sources of inspiration for design brief
		3.2	Develop and illustrate garment concepts based on design brief and inspiration board
		3.3	Select suitable fabrics and colour palette and produce storyboard to reflect design brief
		3.4	Seek feedback on design concepts and tools, and make any modifications or additions as required
4	**Sell design concepts**	4.1	Identify and emphasise the interests of fashion industry professionals in a presentation to promote design concept

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4.2	Explain and promote benefits and features of design concept and link to design brief
4.3	Use effective presentation skills with design tools to sell the concept
4.4	Seek acceptance of design concept and commitment to further development

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Key requirements of design concept include the following:	• budget • type of garment

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	• style requirements • target market
Interests of fashion industry personnel include one or more of the following:	• appealing to target market • price range • market position • construction strategies • promotion opportunities • themes • corporate goals • timing • international fashion influences • use in mass media
Garments include one or more of the following:	• skirts • trousers/pants • shirts/blouses • dresses • coats • lingerie
Fashion industry professionals include one or more of the following:	• senior designers and patternmakers • clients • management • buyers • media

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4005B Communicate and sell design concepts

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4005 Communicate and sell design concepts

Modification History

Release 1. Supersedes and is equivalent to LMTFD4005B Communicate and sell design concepts

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant Australian standards
- researching target market and preparing an inspiration board to source ideas for design concept
- applying the elements and principles of design
- developing design concepts for at least two (2) garments based on design brief and inspiration board
- developing a storyboard to respond to the design brief
- using effective communication skills in a presentation to sell the features and benefits of the design concept.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian standards
- design concept development processes:
  - research
  - purchasing trips
  - teamwork
  - event participation
  - attendance at fashion shows
  - experimentation with fabrics, materials and designs
  - draping
  - adaptation of designs
  - storyboards
  - inspiration boards
- requirements of the design brief:

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    - garment or range details
    - target market
    - end uses of product
    - cost point
    - production requirements
    - timelines
    - client requirements
    - workplace requirements
    - quality requirements
    - style and feature requirements
- elements and principles of design:
    - repetition
    - gradation
    - rhythm
    - radiation
    - harmony
    - contrast
    - dominance
    - proportion
    - balance
    - unity
- sources of design information and concept inspiration
- components of inspiration boards:
    - shapes
    - textures
    - images
    - photos
    - magazine extracts
    - objects
- components of storyboards:
    - trade sketches of new garment designs
    - illustrations
    - magazine extracts
    - fabric swatches
    - trim or accessory samples
    - colour palette
    - specifications
- characteristics and effects of colour
- characteristics of fabrics and fibres
- presentation skills:

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- effective verbal and non-verbal communication
- active listening
- use of appropriate communication tools
- positive language
- clear statement of main points
- interpersonal communication skills
- seeking and responding to feedback
- encouraging questions
- responding effectively to questions.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in fashion design at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD4006 Interact and network with fashion industry participants

Modification History

Release 1. Supersedes and is equivalent to LMTFD4006B Interact and network with fashion industry participants

Application

This unit of competency covers the skills and knowledge required to interact and network with fashion industry participants.

This unit of competency applies to communication and networking with people who work along the fashion industry supply chain.

The unit of competency applies to industry appropriate communication and relationship building techniques to maintain effective industry networks, and to ensure design and production processes meet requirements.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Prepare to interact with others in the fashion industry**	1.1	Identify roles of different fashion industry participants and the routine industry communication channels and tools that are appropriate
		1.2	Identify the information needs of fashion industry participants for design, procurement, production and marketing processes
		1.3	Identify communication protocols, workplace practices and quality standards of different industry participants
		1.4	Follow work instructions, standard operating procedures (SOPs) and safe work practices
2	**Communicate design concepts and production requirements**	2.1	Use industry appropriate language and terminology to interact and communicate with fashion industry participants
		2.2	Identify objectives and processes for communicating design concepts effectively and apply appropriate communication channels and tools
		2.3	Apply knowledge of roles and information needs of different industry participants to communicate production requirements
		2.4	Seek and respond to feedback to assess if communication of design concept and production requirements is effective, and incorporate feedback into future communication
		2.5	Seek assistance from appropriate personnel with specific and relevant expertise to deal with any communication difficulties or barriers
		2.6	Document information and outcomes of communication, and maintain records
3	**Develop and maintain effective industry**	3.1	Apply understanding of scope and role of different industry participants to develop networks for relevant areas of operation

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networks	3.2	Develop and maintain cooperative working relationships with relevant industry participants
	3.3	Gather and store up-to-date information about key industry participants to maintain business intelligence and sustain networks

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Communication channels and tools include three or more of the following:	• sketches, drawings, illustrations and photographs • samples of fabrics and specifications • written descriptions and rationale • multimedia forms, such as DVD • charts, diagrams and specification sheets • storyboards and inspiration boards • meetings • electronic communication tools • displays, demonstrations and events • mass media channels • social media
Information needs include one or more of the following:	• details for production or marketing purposes • size, style, features and colours • timing, costs, distribution and availability • layout and content • goals and strategies • roles and expectations

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	• priorities and limitations
Protocols include one or more of the following:	• specific formats • timing • content of communication required by different industry participants • mechanism for dealing with communication difficulties or complaints
Communication includes one or more of the following:	• face to face • telephone • correspondence • email • digital media

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4006B Interact and network with fashion industry participants

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4006 Interact and network with fashion industry participants

Modification History

Release 1. Supersedes and is equivalent to LMTFD4006B Interact and network with fashion industry participants

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- using industry appropriate language and terminology to interact and communicate with fashion industry participants, using at least three (3) different communication channels or tools
- applying knowledge of roles and information needs of at least four (4) different industry participants to communicate about design concepts and production requirements
- applying appropriate communications skills to maintain cooperative working relationships
- documenting information and outcomes of communication, and maintaining records according to workplace procedures and industry standards
- establishing and maintaining up-to-date information about at least ten key industry participants to maintain business intelligence and sustain networks.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- work instructions, standard operating procedures (SOPs) and safe work practices
- roles of various fashion industry participants
- routine industry communication channels and tools
- information needs of fashion industry participants for design, procurement, production and marketing processes
- communication protocols, workplace practices and quality standards
- communication strategies:
  - effective verbal and non-verbal communication
  - oral, written and visual communication
  - active listening
  - positive language
  - recognising and adapting to cultural differences
  - negotiation and conflict resolution skills
- fashion industry language and terminology

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- scope and information needs of different industry participants:
  - designers
  - patternmakers
  - suppliers
  - merchandising and marketing professionals
  - buyers
  - media
  - importers and exporters
  - production personnel
- fashion industry networks:
  - industry bodies
  - professional associations
  - design studios
  - industry professionals providing specific services
  - production companies
  - professional development networks
- documentation and record keeping requirements
- quality standards:
  - accepted formats for presenting ideas and concepts
  - standards of presentation for drafts and final versions
  - layout and content.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in fashion networking, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTFD4007 Conduct quality assurance for patterns and garments

Modification History

Release 1. Supersedes and is equivalent to LMTFD4007B Conduct quality assurance for patterns and garments

Application

This unit of competency covers the skills and knowledge required to conduct quality assurance for patterns and garments.

This unit of competency applies to quality assurance standards that patternmakers and others who work in the patternmaking industry need to meet. The quality assurance process is required to ensure that the garment produced from the pattern meets all requirements of the design specifications.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to conduct quality assurance**	2.1	Identify all steps of the quality process for development of patterns and garment production according to Australian Standards
		2.2	Analyse specification document and check information is complete
		2.3	Identify input and output requirements and check garment measurement table
		2.4	Assess integrity and validity of base pattern to ensure seams match and darts are proved
		2.5	Check if block and pattern is appropriate for design and identify construction and finishing methods
		2.6	Prepare tools and equipment and prepare garment for measuring
3	**Implement quality assurance practices**	3.1	Take accurate garment measurements and compare to specifications in measurement table
		3.2	Verify garment sizing and identify and record any problems, faults or deviations
		3.3	Report problems to designer, patternmaker and sample machinist
		3.4	Obtain fabric performance and testing information and verify against label information
		3.5	Identify faults or production problems for garment construction or patterns, and recommend suitable preventative or corrective action

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4	**Conclude quality assurance process**	4.1	Check garment or article against specifications and attach tickets, labels and swing tags, as required, according to Australian Standards
		4.2	Prepare for despatch according to industry standards, environmental considerations and sustainable practice
		4.3	Despatch completed garments and complete and store quality assurance, production and other records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Construction and finishing methods include one or more of the following:	• seam finishes, such as flat seam, blind hem and French seam • allocation of seam allowance • stitches, such as straight, zigzag, overlock and buttonholes • stitch requirements • pressing, such as steam, heat and iron
Verify garment sizing includes the following:	• identifying different sizes • comparing body measurements to garment sizing • identifying grading increments/growth in measurement at nominated points on pattern and across different styles • verifying body measurements of base size • developing a size chart, where required
Faults and quality deviations include one or more of the following:	• material faults, such as weak spots, pilling and bleeding • construction process faults, such as broken thread, inappropriate seams, seam finishing, seam puckering and needle damage • labelling and specifications faults, such as incorrect care label and instructions, and incorrect size • production problems for garment construction or patterns

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4007B Conduct quality assurance for patterns and garments

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4007 Conduct quality assurance for patterns and garments

Modification History

Release 1. Supersedes and is equivalent to LMTFD4007B Conduct quality assurance for patterns and garments

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- interpreting specifications, assessing integrity and validity of base pattern and checking if block and pattern is appropriate
- taking accurate garment measurements and comparing to specifications in measurement table
- implementing relevant quality assurance assessments on at least two (2) occasions
- identifying, recording and reporting faults, deviations from specifications or production problems to relevant people
- taking action, as required, where quality assurance has not been met
- preparing garments for despatch according to industry standards, environmental considerations and sustainable practice
- maintaining accurate quality assurance, production and other records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards for patterns and garment construction
- measures required to undertake quality assurance assessment
- garment construction and finishing methods
- garment measurements:
  - circumference and linear measurements
  - measuring across the top of the shoulder of the garment
  - sleeve
  - underarm to side seam
  - neck circumference
  - waist circumference
- patternmaking tools and equipment:

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    - tape measure
    - pen/pencil
    - measurement or size chart or table
    - eraser
    - Australian Standard Chart
- body sciences:
    - structural anatomy
    - morphology
    - anthropometry
- garment faults, quality deviations and production problems:
    - material faults, such as weak spots, pilling and bleeding
    - construction process faults, such as broken thread, inappropriate seams, seam finishing, seam puckering and needle damage
    - labelling and specifications faults, such as incorrect care label and instructions, and incorrect size
    - production problems for garment construction or patterns
- preparation for despatch:
    - boxing
    - packing
    - bagging
    - folding
    - hanging
- environmental considerations and sustainable practices
- documentation and recording practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in quality assurance in fashion design, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTFD4008 Construct stock size block for garment to meet size and fit specifications

Modification History

Release 1. Supersedes and is equivalent to LMTFD4008B Construct stock size block for garment to meet size and fit specifications

Application

The unit of competency covers the skills and knowledge required to construct blocks to meet size and fit specifications in garment production. Blocks are used as the basis for patternmaking to develop new styles.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to construct block**	2.1	Interpret and clarify size and fit specifications and Australian Standards with designer or relevant personnel
		2.2	Identify base size to be constructed and check for compatibility with fit model
		2.3	Evaluate and record size and fit model specifications, body movement and comfort requirements
		2.4	Select appropriate drafting principles and methods for block construction
3	**Construct initial block**	3.1	Analyse measurements of fit model and enter data into block drafting formulas and methodology
		3.2	Determine ease allowance
		3.3	Construct block using patternmaking technical skills and ensure compliance with safe work practices and industry requirements
		3.4	Document methods and formulas
		3.5	Cut and construct toiles to check accuracy
4	**Complete final block**	4.1	Transfer information from toiles to blocks, including any minor adjustments
		4.2	Label final blocks and check all necessary information is accurate and complete and complies with specifications
		4.3	File and store blocks according to appropriate criteria and complete all required documentation

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Fit model includes one or more of the following	• male • female • child
Garments include one or more of the following:	• skirts • trousers/pants • shirts/blouses • dresses • coats • lingerie

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Measurement of fit model includes the following:	• accurate assessment of body measurement positions (reference points, such as bust, waist and hip levels) • accurate taking of body measurements, including girth, and vertical and horizontal measurements • reference to Australian Standard measurements • age • sex • assessment of physical characteristics, including body characteristics and unique features, as aligned with standard representation
Construct toiles includes the following:	• confirming correct proportion, fit and balance • fitting and making necessary minor adjustments • evaluating accuracy of toiles in relation to fit, comfort and base size specifications

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4008B Construct stock size block for garment to meet size and fit specifications

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4008 Construct stock size block for garment to meet size and fit specifications

Modification History

Release 1. Supersedes and is equivalent to LMTFD4008B Construct stock size block for garment to meet size and fit specifications

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- interpreting and clarifying size and fit specifications and Australian Standards
- recording size and fit model specifications, body movement and comfort requirements
- analysing measurements and entering data into block drafting formulas
- constructing initial block and documenting methods and formulas for at least two (2) different garments
- constructing and adjusting toiles or prototypes, and modifying block as required
- labelling final blocks and checking all necessary information is accurate and complete and complies with specifications
- filing and storing blocks according to appropriate criteria and maintaining records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian fashion industry standards
- body sciences:
  - structural anatomy
  - morphology
  - anthropometry
- garment construction
- garment features:
  - fitting and seam lines
  - style lines
  - yokes, gores and panels
  - necklines
  - sleeves
  - collars

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    - zips and buttons
    - pockets
    - waistbands
- garment measurements:
    - circumference and linear measurements
    - measuring across the top of the shoulder of the garment
    - sleeve
    - underarm to side seam
    - neck circumference
    - waist circumference
- garments, such as:
    - skirts
    - trousers/pants
    - shirts/blouses
    - dresses
    - coats
    - lingerie
- drafting principles and block construction
- patternmaking technical skills
- computer aided design relevant to block construction
- block making methods and formulas:
    - deviations from standard patterns
    - sources of pattern components
    - pattern derivation methods and formulas
    - block construction methods and formulas
    - application of current industry practice
- ease allowance:
    - relating to fit and comfort
    - relating to style requirements
- toile construction
- filing criteria for blocks:
    - date
    - category
    - label
    - location
    - gender
    - age

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Assessment Conditions

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD4009 Create and edit digital embroidery designs

Modification History

Release 1. Supersedes and is equivalent to LMTFD4009B Create and edit digital embroidery designs

Application

This unit of competency covers the skills and knowledge required to create and edit digital embroidery designs using specialised software programs.

This unit of competency applies digital embroidery effects on a wide range of garments and fabrics.

This unit requires the use of computers.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

MSTCL3008 Set and produce digital embroidery

Competency Field

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to create and edit digital embroidery designs**	2.1	Identify specifications in design brief and determine embroidery characteristics
		2.2	Select available equipment, software program and embroidery tools
		2.3	Identify machine requirements and garment considerations
3	**Create original embroidery design**	3.1	Create design concept and prepare for presentation to client
		3.2	Review design concept against brief and modify as required to gain approval for development
		3.3	Develop design using appropriate tools and equipment
		3.4	Develop design specifications to guide production
4	**Edit embroidery design**	4.1	Select suitable designs or images for editing
		4.2	Import designs into software programs
		4.3	Edit designs and adjust characteristics to achieve design objectives
		4.4	Determine production specifications
5	**Review and store embroidery**	5.1	Seek feedback and check design satisfies design objectives

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design	5.2 Modify design and improve where possible
	5.3 Store, organise and protect designs

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Embroidery specifications include one or more of the following:	• content • colour • dimensions • stitch type and size • font • fill

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Garment considerations include one or more of the following:	• type of fabric • fabric characteristics • colour of fabric • positioning of design • suitability of size, design, colour
Equipment include one or more of the following:	• desk top computer • ipad • laptop • notebook computer
Embroidery tools and equipment include the following:	• software programs and templates • hardware peripherals, such as scanners and printers • paper and pens

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4009B Create and edit digital embroidery designs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4009 Create and edit digital embroidery designs

Modification History

Release 1. Supersedes and is equivalent to LMTFD4009B Create and edit digital embroidery designs

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- interpreting design brief
- using equipment and appropriate software in conjunction with other embroidery tools as to workplace procedures to achieve design specification
- creating at least two (2) original embroidery designs
- editing at least two (2) existing embroidery designs
- communicating effectively to confirm satisfactory performance
- storing, organising and protecting digital designs.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- digital embroidery characteristics:
  - height
  - scale
  - skew
  - rotation
  - width
  - length
  - font
  - fill
  - baseline
  - envelopes
  - borders
  - spacing

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    - needle penetration
    - stitch size and type
    - colour
    - content
    - style
    - finish
- characteristics of typical fabrics, threads and other materials
- features of digital embroidery programs
- machine requirements:
    - thread type
    - needle type
    - stitch settings
    - spool requirements
- operating procedures for digitiser machines
- storage and recording of designs.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in digital embroidery, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD4010 Create pattern to meet design specifications applying advanced patternmaking principles

Modification History

Release 1. Supersedes and is equivalent to LMTFD4010B Create pattern to meet design specifications applying advanced pattern-making principles

Application

The unit of competency covers the skills and knowledge required to create a pattern from an existing block, using advanced patternmaking principles, including contouring, square blocking and pivoting.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTCL3009 Develop patterns from a block using basic patternmaking principles

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to create pattern to meet design specifications**	2.1	Select and prepare patternmaking tools, equipment, additional materials, if required, and workstation
		2.2	Interpret and clarify design drawings and specifications, and identify design lines and style features
		2.3	Clarify design requirements
		2.4	Determine ease allowance and obtain details of base size
3	**Create pattern**	3.1	Select appropriate block to develop pattern and retrieve from storage system
		3.2	Apply advanced patternmaking principles to develop pattern from existing block to specified design
		3.3	Document methods and formulas used
		3.4	Check pattern pieces, label and complete markings
4	**Check and finalise pattern for production**	4.1	Test toile or garment segments and assess against design specifications
		4.2	Make any necessary alterations to finalise pattern and check it is accurate, complete and complies with design specifications
		4.3	Select sizing system for pattern and base size
		4.4	Prepare spreadsheet and grade table of full size range with essential measurements
		4.5	Complete pattern specification sheets with trade drawings, attach to patterns for storage and file appropriately

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4.6 Prepare work order for sizing labels as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Advanced patternmaking principles include the following:	• pivoting • square blocking • contouring • advanced dart manipulation
Garments include one or more of the following:	• skirts • trousers/pants

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	• shirts/blouses • dresses • coats • lingerie
Methods and formulas include one or more of the following:	• deviations from standard patterns • sources of pattern components • pattern derivation methods and formulas • block construction methods and formulas • application of current industry practice

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4010B Create pattern to meet design specifications applying advanced pattern-making principles

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4010 Create pattern to meet design specifications applying advanced patternmaking principles

Modification History

Release 1. Supersedes and is equivalent to LMTFD4010B Create pattern to meet design specifications applying advanced pattern-making principles

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- interpreting and clarifying design drawings and specifications and selecting appropriate block to develop pattern
- applying relevant industry standards for pattern and garment construction
- using patternmaking tools and equipment
- applying advanced patternmaking principles to develop at least two (2) patterns from existing block to specified design
- documenting methods and formulas used, checking pattern pieces, and labelling and completing markings
- testing toile or garment segments, assessing against design specifications, and making any necessary alterations to finalise pattern and check it is accurate, complete and complies with design specifications
- selecting and detailing appropriate base sizing system, and preparing spreadsheet and grade table of full size range with essential measurements
- completing pattern specification sheets with trade drawings, attaching to patterns for storage and filing appropriately
- preparing work order for sizing labels, as required.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards for patterns and garment construction
- patternmaking tools and equipment:
  - blocks
  - dress form
  - scissors
  - square rule

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  - marker pens
  - hole punch
  - pins
  - fashion triangle
  - French curve
  - pattern notcher
  - weights
  - tape measure
- design specifications and procedures
- style features:
  - garment type
  - collar
  - sleeves
  - yoke
  - sides
  - openings
  - neckline
  - buttons
  - seams
  - zips
  - gathers
  - pleats
  - panels
  - tucks
- advanced patternmaking principles and procedures
- design requirements and style features:
  - fabric characteristics and performance
  - trim details and finishings
  - special construction methods
- customer and workplace fit requirements
- fabric characteristics:
  - type of fabric
  - finish
  - colour of fabric
  - positioning of design
  - suitability of size, design and colour
- garment features:
  - fitting and seam lines
  - style lines
  - yokes, gores and panels

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  - necklines
  - sleeves
  - collars
  - zips and buttons
  - pockets
  - waistbands
- pattern markings:
  - appropriate seam allowance
  - notching
  - pattern information (size, style number, cutting instructions and identity)
  - darts
  - drill holes
  - grain line
  - stitching line
- marker making procedures
- cutting and garment construction
- pattern pieces:
  - accuracy of seam allowances
  - ease allowance
  - seam match
  - hems
  - functional openings
- body sciences:
  - structural anatomy
  - morphology
  - anthropometry
- sizing systems
- maintaining accurate records.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in patternmaking, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.

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- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD4011 Cut fabrics for prototype designs

Modification History

Release 1. Supersedes and is equivalent to LMTFD4011B Cut fabrics for prototype designs

Application

This unit of competency covers the skills and knowledge to lay up, make marker and cut work for sample designs where only a couple of garments would be cut out at a time, as required by the designer to test design or pattern.

The unit of competency applies to situations where single garments or only a couple of layers of fabric may be cut. The marker may be developed directly on the fabric lay or planned separately and applied. Cutting tools and equipment would include dress maker's shears, electric cutting tools and rotary cutters.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to cut fabrics for prototype design**	2.1	Prepare work space and ensure all tools and equipment are clean and serviced according to manufacturer instructions
		2.2	Prepare cutting table to suit correct lay length and set-up, lay-up and marking equipment
		2.3	Check fabric width and quality with laying-up instructions
		2.4	Lay up fabric and adjust tension to match fabric performance
		2.5	Inspect fabric for faults and cut out faults using splicing (overlap joining) or other appropriate repair techniques
3	**Cut fabrics for design prototypes**	3.1	Interpret cutting order for marking requirements and collect pattern pieces
		3.2	Check pattern pieces and manipulate for most efficient fabric use
		3.3	Draw up lay marker manually or by computer and prepare laying-up instructions according to order requirements
		3.4	Check marker against order requirements and copy marker manually or by computer
		3.5	Place marker on lay, check alignments and adjust, as required
		3.6	Use cutting equipment to cut lay according to operating requirements

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4	**Review and finalise work**	4.1	Check cut fabric and assess quality of the product and equipment performance
		4.2	Direct cut work to next operation
		4.3	Clean work area and prepare for next job
		4.4	Store master copy of lay marker in filing drawer or computer

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • standard operating procedures • SOPs • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Cutting equipment includes	• dressmaker's shears

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one or more of the following:	• electric rotary and upright cutters • cutting mats
Fabrics include one or more of the following:	• woven fabrics • knitted fabrics • fabrics with a variety of finishes
Manipulate includes one or more of the following:	• positioned manually on paper • by computer
Assess quality includes one or more of the following:	• inspecting fabric, tools and equipment to ensure optimum performance • inspecting cut work, identify any faults • taking appropriate action to ensure cut pieces meet quality standards • taking preventive action to avoid any recurrence of defective pieces and record • checking performance of cutting equipment regularly for signs of faulty operation, and taking appropriate action

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4011B Cut fabrics for prototype designs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4011 Cut fabrics for prototype designs

Modification History

Release 1. Supersedes and is equivalent to LMTFD4011B Cut fabrics for prototype designs

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- checking work against work specification or cutting order, and workplace practices and setting up equipment
- making markers involving patterns, fabrics and lays using manual or computer techniques
- preparing cutting table and work before commencing cutting operations
- using, lay-up, marking and cutting tools and equipment to cut at least two (2) different fabrics to meet required specifications
- checking cut fabric and assessing quality of the product and equipment performance
- responding appropriately to imperfections or faults
- storing master copy of lay marker in filing drawer or computer.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards for patterns and garment construction
- patternmaking principles and procedures
- lay-up and marking equipment:
  - computers and required software
  - patterns
  - fabric
  - marker card or paper
  - weights
  - clamps
- computer operations involved in marker making, copying and storage
- marking requirements:
  - fabric type
  - width

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- quantity
- garment sizes
- pattern identification
- fabric characteristics and prototype faults
- quality standards and fabric/garment handling procedures
- maintaining accurate records

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in cutting fabrics for prototype designs, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD4012 Develop product specifications for fashion design

Modification History

Release 1. Supersedes and is equivalent to LMTFD4012B Develop product specifications for fashion design

Application

This unit of competency covers the skills and knowledge required to develop product specifications for fashion design.

The unit of competency applies to patternmaking or design, where accurate specifications are required to communicate, interpret and clarify a garment design to ensure production achieves the requirements of the design brief.

Specification documentation may include standard forms, trade drawings and use of industry standards, according to workplace practices and procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFD3004 Draw a trade drawing for fashion design

Competency Field

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to develop product specifications**	2.1	Identify key features of different types of specification sheet and drawing techniques
		2.2	Identify common faults and discrepancies and their causes
		2.3	Identify industry standards in relation to sizing and the impact of industry sizing deviations
		2.4	Identify acceptable deviations from set standards for sizing and quality
3	**Complete specification sheet for fashion product**	3.1	Analyse and interpret design instructions
		3.2	Produce drawing or sketch on specification sheet using appropriate tools and equipment and quality criteria
		3.3	Complete specification sheet with all relevant information and record set deviations
4	**Review specifications**	4.1	Compare finished product against specifications and identify deviations
		4.2	Make adjustments to finished product, as required, or repair deviations
		4.3	Revise specification sheets as required and record and store documentation.

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS requirements
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Types of specification sheet include one or more of the following:	• make • cut • size • design • pattern
Key features of specification sheet include the following:	• pattern identification • pictures • production instructions • cutting instructions • trim and finishing requirements

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Set deviations include one or more of the following:	• seam allowance • size
Quality criteria include the following:	• proportion • perspective • symmetry and balance • fabric performance • detailing • neatness

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4012B Develop product specifications for fashion design

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4012 Develop product specifications for fashion design

Modification History

Release 1. Supersedes and is equivalent to LMTFD4012B Develop product specifications for fashion design

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- assessing instructions and completing all required information on specification sheets
- using appropriate tools and equipment
- producing drawings on specification sheets that are in proportion and technically correct, showing all details, including front and back view, and incorporating all quality criteria
- completing specification sheet with all relevant information and recording set deviations for at least two (2) garments
- comparing finished product against specifications and correcting deviations

revising specification sheets as required and record and store documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- key features of different types of specification sheet
- common faults and discrepancies and their causes
- drawing techniques, tools and equipment for specification sheets
- documentation including standard forms, trade drawings and use of industry standards, according to workplace practices and procedures
- industry standards in relation to sizing and the impact of industry sizing deviations
- specification sheet information:
  - style number
  - fabric types and quantity
  - fabric quality standards
  - suppliers
  - cutting and making instructions

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    - designer name
    - garment features
    - special effects
    - production details
    - garment quality criteria
    - trade sketch
    - rear, side, front views
    - printing and artwork requirements
    - finishing details
    - client testing requirements
    - any special packaging requirements
- patternmaking and design terminology to interpret instructions
- fabric performance characteristics
- garment styles ,features, special effects and detailing options
- quality criteria for trade drawings:
    - proportion
    - perspective
    - symmetry and balance
    - fabric performance
    - detailing
    - neatness
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in developing product specifications for fashion products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTFD4013 Grade 2-D patterns

Modification History

Release 1. Supersedes and is equivalent to LMTFD4013B Grade 2D patterns

Application

This unit of competency covers the skills and knowledge to grade flat or 2-D patterns used for garment production.

The unit of competency applies to production of a basic style garment where discretion and judgement may be required in planning and selecting processes, procedures or outcomes.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to grade patterns**	2.1	Select and prepare workstation and/or equipment according to WHS practices
		2.2	Identify grading system used in workplace
		2.3	Identify measurements of base size and subsequent spread
		2.4	Calculate number of sizes in grading and establish grade increments between sizes
		2.5	Set up base pattern of a basic style
		2.6	Identify style and fabric characteristics which influence grading and check queries with patternmaker
		2.7	Select appropriate grade plan and construct grade rule table
3	**Grade pattern**	3.1	Determine stacking or outlay requirements, including direction
		3.2	Grade pattern manually using patternmaking technical skills or by computer
		3.3	Identify stack points or lines if stacking is used
		3.4	Preserve integrity of pattern attributes during grading
		3.5	Accurately label all pattern pieces with pattern marking symbols
		3.6	Check pattern for accuracy and rectify or address faults as required
4	**Finalise grading**	4.1	Maintain records and complete documentation, as required

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4.2 File patterns

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Grading system includes the following:	• flat, 2-D patterns • position of constant or stack point
Basic styles of garments include two or more of the following:	• A-line skirt • straight skirt • t-shirt • shirt

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- pants
- shorts (elastic waisted)
- blouses
- lingerie

Set up base pattern includes the following:

- identifying base pattern and pattern pieces
- establishing constant or '0' position
- assigning grade points with corresponding values
- checking base size pattern for correct information, balance points and pattern fit
- seeking clarification, as required

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4013B Grade 2D patterns

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4013 Grade 2-D patterns

Modification History

Release 1. Supersedes and is equivalent to LMTFD4013B Grade 2D patterns

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- identifying required grading system, measurements of base size and subsequent spread
- calculating number of sizes in grading and establishing grade increments between sizes
- setting up base pattern of a basic style and identifying style and fabric characteristics which influence grading
- selecting appropriate grade plan and constructing grade rule table
- using computer-aided design (CAD) or manual grading system to grade at least two (2) flat, 2-D patterns of at least two (2) basic style garments
- checking patterns for accuracy and rectifying faults
- correctly marking and labelling pattern pieces
- communicating effectively with individuals, work groups and supervisors
- maintaining accurate records, completing documentation and filing patterns.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian size standards
- workplace and customer size charts
- grading systems
- marker making
- pattern marking symbols and labelling:
  - appropriate seam allowance
  - notching
  - darts
  - drill holes
  - grain line
  - cutting line
  - stitching line

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- pattern information (size, style number, cutting instructions and identity)
- cost efficiency in patternmaking
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in pattern making, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD4014 Identify influences on contemporary fashion designs and construction techniques

Modification History

Release 1. Supersedes and is equivalent to LMTFD4014B Identify influences on contemporary fashion designs and construction techniques

Application

This unit of competency covers the skills and knowledge to identify influences of the 20th Century on fashion design and construction techniques.

The unit of competency applies to the analysis of the most important economic, social, political and technological factors in the 20th Century that have had an impact on fashion development and demand.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Identify the function of clothing**	1.1	Identify the purposes of clothing and the factors which influence the way people dress
		1.2	Identify characteristics represented in clothing
		1.3	Identify how the function of clothing relates to fashion design
2	**Analyse 20th Century influences on role of designers**	2.1	Identify significantly influential fashion designers of the 20th Century throughout the world
		2.2	Identify fashion trends from the 20th Century
		2.3	Identify significant events of the 20th Century and their relationship to fashion changes
		2.4	Use information sources to identify design and construction features of 20th Century garments and their desired effects
3	**Assess fashion influences on current practice**	3.1	Compare the role of fashion designers as change agents through the 20th Century to current practices
		3.2	Investigate design influences on current styling and trends
		3.3	Analyse how designers use construction techniques to create design features in contemporary designs
		3.4	Identify influences of new and emerging practices

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Australian Standards includes:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Significant 20th Century events include one or more of the following:	• wars • historical events (e.g. space age) • society developments (e.g. female emancipation and hippy era) • music trends (e.g. rock 'n roll and hip-hop) • technological developments (e.g. plastics and manufactured textiles)

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4014B Identify influences on contemporary fashion designs and construction techniques

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4014 Identify influences on contemporary fashion designs and construction techniques

Modification History

Release 1. Supersedes and is equivalent to LMTFD4014B Identify influences on contemporary fashion designs and construction techniques

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- researching information to identify the factors which influence the way people dress and the characteristics represented in clothing
- identifying at least three (3) significantly influential fashion designers of the 20th Century throughout the world and fashion trends associated with them
- demonstrating the relationship of at least three (3) fashion changes to significant events of the 20th Century
- presenting research on a decade from the 20th Century to identify influences on fashion development and demand
- identifying design and construction features of 20th Century garments and their desired effects
- outlining current and emerging fashion design and construction trends.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- functions of clothing:
  - social
  - psychological
  - cultural
  - economic
  - environmental
- characteristics represented by dress:
  - gender
  - age group
  - nationality

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  - religious affiliation
  - career
  - social, economic and marital status
  - personal achievement
  - loyalties
  - beliefs
  - family connections
- factors that influence the way people dress:
  - political events
  - music
  - fads
  - myths
  - economics ups and downs
  - sexual mores
  - social movements
  - climate
  - health and safety
  - changes in work/leisure time
  - image
  - self esteem
  - happiness
  - stimulation
  - incentive
  - expression of fantasies
- distinctive characteristics of fashion in selected 20th Century decades, such as:
  - skirt hem lengths
  - sleeve shapes
  - trousers widths
  - lycra
  - hipsters
- historical features and trends of the 20th Century
- current and emerging fashion design and construction trends
- construction techniques
- research and presentation skills.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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  - have vocational competency in fashion design history, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFD4015 Create pattern from block to meet customer specifications

Modification History

Release 1. Supersedes and is equivalent to LMTFD4015B Create pattern from block to meet customer specifications

Application

This unit of competency covers the skills and knowledge required to create a pattern from an existing block for an individual size, and to meet the styling requirements of the customer.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTCL3009 Develop patterns from a block using basic patternmaking principles

MSTFD4010 Create pattern to meet design specifications applying advanced patternmaking principles

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to create pattern to meet customer specifications**	2.1	Select and prepare pattern-making tools, equipment, additional materials, if required, and workstation
		2.2	Interpret and clarify design drawings and specifications, and identify design lines and style features
		2.3	Clarify design requirements
		2.4	Determine ease allowance
3	**Create pattern**	3.1	Measure client, select appropriate block and make size adjustments
		3.2	Plan pattern production according to quality standards and workplace procedures
		3.3	Proportion design lines on dress form
		3.4	Apply patternmaking principles to develop pattern from existing block to customer design and fit
		3.5	Document methods and formulas used
		3.6	Check pattern pieces, label and complete markings
4	**Check and finalise pattern**	4.1	Test toile or garment segments for proportioning and fit
		4.2	Fit prototype to ensure that pattern is satisfactory to customer
		4.3	Complete any pattern alterations and assess pattern meets fit and design requirements

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4.4 Finalise pattern and check it is accurate, complete and complies with design specifications

4.5 Complete pattern specification sheet, attach to patterns for storage and file appropriately

4.6 Direct final patterns to next production process

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Design requirements include the following:

- fabric characteristics and performance
- trim details and finishings
- special construction methods

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Methods and formulas include the following:	• deviations from standard patterns • sources of pattern components • pattern derivation methods and formulas • block construction methods and formulas • application of current industry practice
Check prototype or pattern pieces includes the following:	• accuracy of seam allowances • ease allowance • seam match • hems • functional openings

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4015B Create pattern from block to meet customer specifications

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4015 Create pattern from block to meet customer specifications

Modification History

Release 1. Supersedes and is equivalent to LMTFD4015B Create pattern from block to meet customer specifications

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- interpreting and clarifying design drawings and specifications
- using patternmaking tools and equipment and applying industry standards for pattern and garment construction
- measuring client, selecting appropriate block and making size adjustments to produce pattern from an existing block for an individual size and to meet the styling requirements of the customer
- applying patternmaking principles to develop at least two (2) patterns from existing block to customer design and fit
- checking pattern pieces, labelling and completing markings, and documenting methods and formulas used
- fitting toile, prototype or garment segments to check for correct fit, and adjusting patterns to suit customer and design requirements
- finalising pattern, checking it is accurate, complete and complies with design specifications, and completing pattern specification sheet to attach to patterns
- filing patterns according to workplace procedures and maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards for patterns and garment construction
- patternmaking tools and equipment:
  - blocks
  - dress form
  - scissors
  - square rule
  - marker pens

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  - hole punch
  - pins
  - fashion triangle
  - French curve
  - pattern notcher
  - weights
  - tape measure
- design specifications and procedures
- patternmaking principles and procedures:
  - dart manipulation
  - adding fullness
  - contouring
- pattern markings:
  - appropriate seam allowance
  - notching
  - pattern information (size, style number, cutting instructions and identity)
  - darts
  - drill holes
  - grain line
  - stitching line
- design requirements and style features:
  - garment type
  - collar
  - sleeves
  - yoke
  - sides
  - openings
  - neckline
  - buttons
  - seams
  - zips
  - gathers
  - pleats
  - panels
  - tucks
- customer and workplace fit requirements
- fabric characteristics
- marker making procedures
- cutting and garment construction
- maintaining accurate records.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in patternmaking at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFD4016 Sew design prototypes

Modification History

Release 1. Supersedes and is equivalent to LMTFD4016B Sew design prototypes

Application

This unit of competency covers the skills and knowledge required to assemble a prototype garment using commercial machines.

The unit of competency applies to producing a garment that is not designed to be worn but will be used for the purposes of confirming elements of design and production requirements.

This unit covers sewing and assembly skills only.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for garment assembly**	2.1	Collect and organise relevant information on design concept
		2.2	Prepare work pieces according to design concept
		2.3	Lay out pattern pieces and pin or tack to the fabric to match fabric pattern, nap and weave
		2.4	Lay out garment components according to sequence of assembly operations
		2.5	Set up workbench and seating and adjust machines according to specifications for work
3	**Assemble garment components**	3.1	Assemble components according to WHS practices and accepted garment assembly techniques
		3.2	Check garment for sizing and appearance
		3.3	Adjust garment to better display design characteristics and correct fabric alignment, garment fitting and other features
4	**Complete prototype**	4.1	Complete required hand sewing and finishing according to design concept requirements
		4.2	Press garment according to fabric requirements and garment construction details
		4.3	Check quality and impact of finished garment against original design concept
		4.4	Note any assembly issues and inform appropriate personnel

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Work pieces include one or more of the following:	• pieces of fabric which have been cut according to the pattern requirements • a range of fabric types, including cottons, woollens, synthetics, velvets, lace, stretch and knitted • single and multi-directional prints • interfacings and linings
Fabric includes one or more of	• lace • woven and knitted fabrics and threads, such as denim

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the following:	• single knits • tricot • gabardine
Garment components include the following:	• sleeves • waistbands (straight/shaped) • collars • cuffs • plackets • facings (neck and armhole) • binds • zips (dress, skirt, trouser and invisible) • buttons and buttonholes
Machines include one or more of the following:	• commercial sewing machine • three thread overlocker • zigzag sewing machine
Appropriate personnel include one or more of the following:	• patternmakers • designers • production personnel • sample machinists

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4016B Sew design prototypes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4016 Sew design prototypes

Modification History

Release 1. Supersedes and is equivalent to LMTFD4016B Sew design prototypes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- operating a commercial sewing machine or overlocking machine to assemble a prototype garment
- preparing and laying out pattern pieces for at least two (2) garments, and attaching to the fabric to match fabric pattern, nap and weave
- laying out garment components according to sequence of assembly operations and sequencing operations as specified
- sewing and finishing at least two (2) garments according to specifications
- adjusting garment to better display design characteristics and correct fabric alignment, garment fitting and other features
- completing required hand sewing and finishing, and pressing garment according to fabric requirements and garment construction details
- checking prototype satisfies quality criteria and original design concept and advising appropriate people of assembly issues.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- techniques in using and maintaining three thread overlocker and commercial sewing machines:
  - correct thread, needle size and type, needle guard, tension setting and attachments
  - checking for worn components that may impact on sewing operations
  - routine cleaning and oiling
- characteristics of a range of commercially available fabrics
- methods of assembling garment pieces for the purposes of prototype production
- the impact of adjustments to garment components or seams
- embellishments that are used in garment assembly
- garment assembly issues:

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  - complex or time-consuming assembly
  - quality
  - difficulty in following pattern or design concepts
  - problems arising from material selection
  - issues relating to sizing or fabric cuts
- hand sewing and finishing techniques:
  - attaching buttons and other closures
  - attaching embellishments such as trims, badges
  - hemming and overstitching
  - gluing and bonding trims
- quality criteria:
  - proportion
  - perspective
  - symmetry and balance
  - detailing
  - neatness.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in sewing design prototypes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFD4018 Use and apply sizing systems appropriate for fashion design

Modification History

Release 1. Supersedes and is equivalent to LMTFD4018B Use and apply sizing systems appropriate for fashion design

Application

This unit of competency covers the skills and knowledge required to use and apply sizing systems appropriate for designing garments.

The unit of competency applies to sizing standards that are required in the design, production and retailing of garments. Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Prepare to use and apply sizing system**	2.1	Identify Australian approaches to sizing standards and identify features of sizing systems
		2.2	Identify international sizing systems and determine advantages and disadvantages of different sizing systems
		2.3	Establish intended purpose of the garment design
3	**Develop size chart**	3.1	Analyse sizing requirements of garment and determine sizing system
		3.2	Read and interpret design specifications and clarify the brief with designer, where necessary
		3.3	Analyse body measurements and body characteristics and their effect on sizing
4	**Develop size chart**	4.1	Identify appropriate sizes from sizing system for the design
		4.2	Identify effects of inappropriate sizing for the design
		4.3	Take necessary body measurements and record distinctive body characteristics
		4.4	Develop and store size chart, as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Sizing system includes one or more of the following:

- women's sizes, such as 10, 12, 14, 16, and so on
- men's sizes, such as 92, 95, 95, and so on
- women's bra sizes, such as 12A, 12B, 12C, 12D, 12DD, and so on
- children's sizes, such as 1-7, 8-12, and so on
- babies' sizes, such as 0000, 000, 00, 0, and so on

Body measurements include one or more of the following:

- all measurements as required for labelling according to legislation requirements, such as:
  - height and weight
  - reference points, such as nape, waist point, seat vertex, abdomen vertex, carpus, neck base, upper sternum, bust point and pelvic bone
  - levels, such as crown, shoulder, armscye, bust or chest, waist, hip, crotch and knee
  - girth measurements, such as waist, bust or chest, hip, high hip, upper and under bust, head circumference, upper arm, wrist, thigh, calf, ankle and heel/instep

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- horizontal measurements, such as shoulder, shoulder breadth, across front, across back, and bust point to bust point
- vertical measurements, such as nape to centre back waist, nape to neck base, nape to bust or chest, nape to waist, nape to wrist, centre front waist to floor, centre back waist to floor, right-hand side waist to floor, left-hand side waist to floor, waist to hip, inside leg, body rise, arm length and neck length
- cup size
- shoe size
- seat prominence
- knee
- instep
- posture

Body characteristics include one or more of the following:

- genetic, developmental and structural influences
- shape classifications, such as hourglass, rectangular, pear and inverted triangle
- anthropometric classifications (somatotypes)
- shoulder slope (raised, normal and sloping)
- body sway and postural asymmetry (according to lower and upper body)
- proportions (tall, short or average, short or long-waisted, and mid-body shortness)

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4018B Use and apply sizing systems appropriate for fashion design

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4018 Use and apply sizing systems appropriate for fashion design

Modification History

Release 1. Supersedes and is equivalent to LMTFD4018B Use and apply sizing systems appropriate for fashion design

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- reading and interpreting design specifications and Australian and international sizing systems
- analysing body measurements and body characteristics and their effect on sizing
- taking necessary body measurements and recording distinctive body characteristics
- analysing sizing requirements of at least two (2) garments, determining sizing system, and identifying appropriate sizes from sizing system for the design
- taking necessary body measurements and recording distinctive body characteristics
- identifying effects of inappropriate sizing for the design
- developing and storing size charts based on at least two (2) sizing systems.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- quality standards and garment handling procedures
- sequence of operations
- Australian Standards for sizing
- body measurements and body characteristics and their effect on sizing
- body science:
  - structural anatomy
  - morphology
  - anthropometry
- sizing systems
- recording and reporting practices.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in fashion sizing systems, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFD4019 Use colourisation techniques on fabrics

Modification History

Release 1. Supersedes and is equivalent to LMTFD4019B Use colourisation techniques on fabrics

Application

This unit of competency covers the skills and knowledge required to use fabric colourisation techniques to create new finishes for design effects.

The unit of competency applies to using a variety of colourisation techniques, such as dyeing or printing on a range of fabrics, for garments and accessories. Colourisation techniques would be specified in the design process.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN2011	Identify fibres, fabrics and textiles used in the TCF industry
MSTCL3001	Identify fabric performance and handling requirements

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the	Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Prepare to use colourisation techniques**	2.1	Identify the range of fabric colourisation techniques
		2.2	Identify the effects of colourisation techniques on different fabrics
		2.3	Identify different processes to achieve different colourisation techniques
3	**Use colourisation techniques**	3.1	Experiment with colourisation techniques on a variety of fabrics
		3.2	Assess outcome and modify techniques and/or fabrics, as required
		3.3	Identify effects of colourisation on the design
4	**Finalise and record colourisation techniques**	4.1	Use a range of colourisation techniques to create design effects on fashion products and comply with quality criteria
		4.2	Document the processes and outcomes and store documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Fabric colourisation techniques include one or more of the following:	• dyeing (shibori and resist (batik)) • printing (block, silk screen, transfer, roller and stencilling)
Fabrics include one or more of the following:	• knitted fabrics, including weft knits and warp knits • woven fabrics, including plain, twill, satin, dobby and jacquard • non-woven fabrics, such as felts, nets, braids and bonded
Uses of colour include one or more of the following:	• dyeing fabrics to match others • over-printing fabrics to create a new print design • mixing colours to create something different • removing colour to create print design • emphasising texture and patterns

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4019B Use colourisation techniques on fabrics

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4019 Use colourisation techniques on fabrics

Modification History

Release 1. Supersedes and is equivalent to LMTFD4019B Use colourisation techniques on fabrics

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- identifying the effects of colourisation techniques on at least five (5) different fabrics
- experimenting with at least three (3) different colourisation techniques on a range of fabrics
- assessing outcome and modifying techniques and/or fabrics, as required
- applying knowledge of fabric characteristics to identify effects of colourisation on the design
- applying a range of colourisation techniques to create design effects and satisfy quality criteria
- documenting and storing information to record the processes.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- work instructions, SOPs and safe work practices
- relevant Australian Standards
- uses and performance characteristics of fabrics
- information resources on fibres and fabrics
- characteristics of fibres and fabrics
- recording and reporting practices
- uses of colour to create design effects
- colourisation techniques:
  - dyeing (shibori and resist (batik))
  - printing (block, silk screen, transfer, roller and stencilling)
- quality criteria:
  - proportion
  - perspective

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- symmetry and balance
- detailing
- neatness

- maintaining records.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in colourisation techniques, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD4020 Use electronic fashion design tools

Modification History

Release 1. Supersedes and is equivalent to LMTFD4020B Use electronic fashion design tools

Application

This unit of competency covers the skills and knowledge required to use a range of electronic design programs and equipment, such as software programs and computing technology.

The unit of competency applies to the creation of designs, patterns or production specifications using electronic programs and equipment, such as graphic and design software, computers and peripherals, and specialised equipment.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Prepare to use electronic design tools**	2.1	Interpret the specifications of the design brief and identify production requirements
		2.2	Identify garment factors that need to be considered
		2.3	Prepare suitable programs and equipment
3	**Use design tools**	3.1	Use design programs and equipment to create required designs, patterns and/or production specifications
		3.2	Test designs, patterns or production specifications and modify, as required
		3.3	Assess outputs generated using electronic design programs against design specifications and production requirements
4	**Check and finalise designs**	4.1	Present outputs to appropriate personnel to assess accuracy and completeness
		4.2	Make adjustments or improvements, as required
		4.3	Create final products and protect, organise and store them according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Design programs and equipment include two or more of the following:

- computer
- software programs (e.g. computer-aided design (CAD), Illustrator and Photoshop)
- hardware peripherals, such as scanners and printers
- specialised equipment

Garments include one or more of the following:

- skirts
- trousers/pants
- shirts/blouses
- dresses
- coats
- lingerie

Garment considerations include one or more of the following:

- type of fabric
- colour of fabric
- purpose of garment
- quality standards
- distinctive features

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Production requirements include the following:	• timeline • available resources • instructions • documentation
Appropriate personnel include one or more of the following:	• supervisor • trainer/mentor • designers • patternmakers • production supervisors • clients

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4020B Use electronic fashion design tools

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4020 Use electronic fashion design tools

Modification History

Release 1. Supersedes and is equivalent to LMTFD4020B Use electronic fashion design tools

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- identifying requirements for at least two (2) garments or products
- selecting appropriate software program
- using design programs and equipment to create designs, patterns and production specifications for at least two (2) garments
- testing designs, patterns or production specifications and modifying, as required
- assessing outputs generated using electronic design programs against specifications of design brief
- seeking feedback from appropriate people and making adjustments, as required
- creating final products and protecting, organising and storing them according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- work instructions, SOPs and safe work practices
- relevant Australian Standards
- principles of design
- electronic equipment and program features
- editing tools and procedures
- operating procedures
- garment production requirements
- design specifications:
  - visual content and presentation
  - style details
  - fabric types and quantities
  - production requirements
  - special effects or features

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    - quality criteria
    - finishing details
    - sizing
- designs, patterns and production requirements
- quality standards
- workplace practices
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in electronic fashion design, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD4021 Drape fabrics to make patterns

Modification History

Release 1. Supersedes and is equivalent to LMTFD4021B Drape fabrics to make patterns

Application

This unit of competency covers the skills and knowledge to drape fabrics to make patterns.

This unit of competency applies to using draping techniques to create a basic fitted foundation. This applies to the creation of fitted blocks, such as a bodice and a skirt and does not include draping of set-in sleeves. Draping is conducted on a body form, such as a mannequin or model.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to drape fabrics**	2.1	Select and prepare draping tools and equipment
		2.2	Prepare body form for draping
		2.3	Identify and mark reference points on body form and make any other necessary preparations
		2.4	Select and prepare fabric for draping
		2.5	Prepare the drape plan
3	**Transfer drape to make pattern**	3.1	Pin fabric on model form and perform draping operations
		3.2	Remove drape from model form and draw or rule lines on drape at pin positions
		3.3	Use drape as a template to create paper pattern or block
		3.4	True and mark pattern
4	**Check and finalise pattern**	4.1	Check pattern pieces for all requirements, label pieces and complete markings
		4.2	Finalise pattern and check it is accurate, complete and complies with design specifications
		4.3	Complete pattern specification sheet, attach to patterns for storage and file appropriately

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Body form includes one or more of the following:

- mannequin
- model
-

Body reference points include the following:

- bust
- waist
- hips
- centre front
- centre back
- side seam

Prepare fabric for draping includes the following:

- estimate dimensions of fabric piece required for each section/piece to be draped
- identify warp, weft and bias of fabric
- identify and assess fabric handling qualities

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Fabric includes one or more of the following:

- toile fabric
- sample fabric

Pieces to be draped include one or more of the following:

- front bodice
- back bodice
- front skirt
- back skirt
- other pieces to be draped:
  - front extended line
  - back extended line

Drape plan includes one or more of the following:

- adding fullness (pleats, tucks and gathers)
- seam positioning
- adding wearing ease for movement
- multiple darts/division of darts
- manipulating dart excess
- symmetric and/or asymmetric design features
- cowls, twists and knots

Draping operations include one or more of the following:

- relating body reference points and fabric grains
- moulding and manipulating fabric to fit model form according to working drawing, fit and design lines
- adding ease to allow for movement
- incorporating fullness or volume if required
- smoothing or manipulating fabric over contours of model form
- forming and pinning darts and seams to create pattern or construct garment
- preparing drape for truing

Check pattern pieces includes the following:

- accuracy of seam allowances
- ease allowance
- seam match
- hems
- functional openings
- flow through

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD4021B Drape fabrics to make patterns

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD4021 Drape fabrics to make patterns

Modification History

Release 1. Supersedes and is equivalent to LMTFD4021B Drape fabrics to make patterns

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- preparing tools, equipment and fabric pieces
- marking reference points on model
- pinning fabric on model form and performing at least two (2) draping operations
- removing drape from model form and drawing or ruling lines on drape at pin positions
- transferring the drape to paper
- using drape as a template to create at least two (2) paper pattern or block
- finalising pattern and checking it is true, accurate, complete and complies with design specifications
- checking pattern pieces for all requirements, labelling pieces and completing markings
- completing pattern specification sheet, attaching to patterns for storage and filing appropriately.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards for patterns and garment construction
- draping tools and equipment:
  - model form
  - narrow tape/ribbon
  - tape measure
  - pen/pencil
  - scissors
  - square rule
  - marker pens
  - hole punch
  - pins

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  - fashion triangle
  - French curve
  - pattern notcher
  - weights
- draping processes and plans
- body science:
  - structural anatomy
  - morphology
  - anthropometry
- fabric handling characteristics:
  - fall
  - stretch
  - stability
  - drape
- required details for pattern pieces
- pattern markings:
  - appropriate seam widths
  - notches
  - dart lines
  - drill holes
  - grain line
  - cutting instructions
  - stitching lines
- pattern specification sheets
- maintaining accurate records.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in draping fabrics to make patterns, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD5001 Design bras and swimwear

Modification History

Release 1. Supersedes and is equivalent to LMTFD5001B Design bras and swimwear.

Application

This unit of competency covers the skills and knowledge to design structured bras and swimwear for production.

The unit of competency applies to designs which include structured foundations. Bras and swimwear that do not include these components are covered in other fashion design units.

The unit of competency applies to a variety of fabrics and garments which may be produced by an individual or design team. The extent and nature of product design will depend on the products individual workplace.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTCL2010 Modify patterns to create basic styles

MSTFD4003 Assist in preparation of preliminary design concepts

Competency Field

Fashion design and technology

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to develop bras and swimwear**	2.1	Research and analyse current national and international fashion trends, components, specialised needs and quality and special construction practices for structured foundations
		2.2	Analyse market and develop story themes to outline options
		2.3	Research and record appropriate production information
3	**Develop design concept**	3.1	Consider design requirements for design brief and develop preliminary design concepts
		3.2	Consult team members to assess and improve design
		3.3	Develop design concept to meet client brief
		3.4	Prepare artwork, drawings, specifications and any additional documentation that may be required, in appropriate format
		3.5	Include fit and performance standards in design concepts
4	**Present and document the design**	4.1	Prepare a presentation of the design concept
		4.2	Use appropriate communication tools and presentation skills to target needs of the audience

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4.3 Convey features and benefits of the design and promote acceptance and approval

4.4 Prepare documentation to record the process and outcomes and maintain records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Structured foundations include one or more of the following:

- boning
- underwire
- corsetry

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Specialised needs include one or more of the following:	• styling features relating to health effects of bra and swimwear construction • appropriate bra and swimwear structure for special client groups, including maternity, mastectomy, junior and costume wear • sports and fuller figure bras and swimwear and the need for extra support • use of specialist materials and trims
Developing story themes include one or more of the following:	• fashion magazines • samples • swatches • trims • colour palette
Production information includes the following:	• clarifying design parameters, in consultation with production manager, sales team, management and client, as required • researching trends in fabrics and components for performance, colour, availability, care and maintenance requirements and suitability to design • assessing technical requirements associated with production within specified guidelines • identifying any additional expertise required for design
Fabrics include two or more of the following:	• one-way stretch • two-way stretch • no-stretch (bias cut fabrics)
Specifications include the following:	• budget • type of garment • style requirements • fit model specifications • size range • timeline • design restrictions or conditions
Audience includes one or more of the following:	• management • client • patternmaker

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- sample machinist
- fitting and grading specialist

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD5001B Design bras and swimwear

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5001 Design bras and swimwear

Modification History

Release 1. Supersedes and is equivalent to LMTFD5001B Design bras and swimwear

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- researching local and overseas fashion trends and specialised construction for bras or swimwear
- researching and assessing production information and technical requirements for structured garments
- developing preliminary design concepts for structured garment designs, in response to design briefs for at least two (2) different target groups or specialised needs
- communicating effectively with team members to assess and improve design
- developing design concepts to meet client brief, using two (2) different types of fabric: one-way stretch, two-way stretch or no stretch fabric
- preparing artwork, drawings, specifications, fit and performance standards, and any additional documentation that may be required, in appropriate format
- using communication and presentation skills to promote the design concept and target needs of audience
- documenting the process and outcomes, and maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards for garment production
- discretion and judgement in planning and selecting processes
- elements and principles of quality design in the bra or swimwear industry
- industry, global and local trends
- fashion trends:
  - colour
  - fabrics
  - styles
  - trims

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    - components
- garment construction
- specifications for structured garment production:
- budget
    - type of garment
    - style requirements
    - fit model specifications
    - size range
    - timeline
    - design restrictions or conditions
- components of structured garments:
    - straps
    - hooks
    - elastic
    - fasteners
    - ribbon
    - underwire
    - foam padding
    - oil filled straps
    - rings
    - fine lace and delicate fabrics
- characteristics of one-way, two-way and no-stretch fabrics
- research sources
- colour or colour mix and interpretation
- current practices and special construction methods for bras and swimwear with structured foundations :
    - fusing
    - gluing
    - moulding
    - sewing requirements
    - seam allowances
    - stitch requirements
- seam finishes, such as flat seam, blind hem and French seam
- fabrics, fibres, trims, components, accessories and their properties and characteristics
- quality practices
- communication tools:
    - inspiration board
    - storyboard
    - personal presentation
    - multimedia tools

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    - print and audio tools
    - demonstration or exhibition
- presentation skills:
    - effective verbal and non-verbal communication
    - active listening
    - use of appropriate communication tools
    - positive language
    - clear statement of main points
    - interpersonal communication skills
- body science:
    - structural anatomy
    - morphology
    - anthropometry
- workplace practices
- recording and reporting practices.
-

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in designing bras and swimwear at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD5002 Develop and test patterns for bras and swimwear

Modification History

Release 1. Supersedes and is equivalent to LMTFD5002B Develop and test patterns for bras and swimwear

Application

This unit of competency covers the skills and knowledge to develop and test patterns for bra and swimwear production using an existing block and applying patternmaking principles.

The unit of competency applies to patterns which include structured foundations. Bras and swimwear that do not include these components are covered in other patternmaking units.

This unit of competency applies to working as an individual or as part of a production team to develop and test a pattern from an existing block, using advanced principles of patternmaking.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

MSTCL3009 Develop patterns from a block using basic patternmaking principles

Competency Field

Fashion design and technology

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to develop patterns for bras and swimwear**	2.1	Select and prepare patter-making tools, equipment, additional materials, if required, and workstation
		2.2	Interpret and clarify design drawings and specifications, and identify design lines and style features
		2.3	Confirm fabric characteristics and performance, trims, components and finishings specified in the design
		2.4	Consider current practices, specialised needs and special construction methods for bras and swimwear with structured foundations
		2.5	Determine size standards for fit
3	**Create pattern for bras and swimwear**	3.1	Plan pattern production according to quality and workplace standards
		3.2	Select appropriate block for developing bra or swimwear pattern
		3.3	Make necessary adjustments to seams to create silhouette to match design brief
		3.4	Produce pattern using advanced patternmaking principles and document methods and formulas used
		3.5	Check pattern pieces, label and complete markings
		3.6	Identify and document any construction problems and

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			check pattern meets Australian Standards
4	**Check and finalise pattern**	4.1	Construct segments and assess the pattern is compatible with design
		4.2	Complete any pattern alterations and assess pattern meets fit and design requirements
		4.3	Finalise pattern and check it is accurate, complete and complies with design specifications
		4.4	Complete pattern specification sheet, attach to patterns for storage and file appropriately

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Structured foundations include one or more of the following:	• boning • underwire • corsetry
Fabrics include one or more of the following:	• one-way stretch • two-way stretch • no-stretch (bias cut fabrics)
Specialised needs include one or more of the following:	• styling features relating to health effects of bra and swimwear construction • appropriate bra and swimwear structure for special client groups, including maternity, mastectomy, junior and costume wear • sports and fuller figure bras and swimwear and the need for extra support • use of specialist materials and trims
Advanced principles of patternmaking include one or more of the following:	• pivoting • square blocking • contouring
Check pattern pieces includes one or more of the following:	• accuracy of seam allowances • ease allowance • seam match • hems • functional openings • flow through
Methods and formulas include one or more of the following:	• deviations from standard patterns • sources of pattern components • pattern derivation methods and formulas • block construction methods and formulas • application of current industry practice
Specification documents	• number of pattern pieces

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include:

- what the pattern consists of (e.g. 2 bodice, 1 sleeve)
- measurement table
- size table
- technical drawing
- details of types of materials (fabric, lining, fusing, elastic, closures and trims)
- sign-off
- recommendations for stitching

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD5002B Develop and test patterns for bras and swimwear

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5002 Develop and test patterns for bras and swimwear

Modification History

Release 1. Supersedes and is equivalent to LMTFD5002B Develop and test patterns for bras and swimwear

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- interpreting and clarifying design drawings and specifications
- applying industry standards to create patterns to meet client briefs for at least two (2) different target groups or specialised needs, using two (2) different types of fabric: one-way stretch, two-way stretch or no stretch fabric
- using patternmaking tools and equipment according to industry practices and choosing appropriate existing block to develop at least two (2) patterns for bras or swimwear
- producing patterns that meet Australian Standards, using advanced patternmaking principles and documenting methods and formulas used
- checking pattern pieces, labelling and completing markings, and documenting any construction problems
- constructing segments, completing any pattern alterations, finalising pattern and assessing pattern meets fit and design requirements
- completing pattern specification sheet, attaching to patterns for storage and filing appropriately.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards for patterns and garment construction
- patternmaking tools and equipment:
  - scissors
  - square rule
  - marker pens
  - hole punch
  - pins
  - fashion triangle
  - French curve

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    - pattern notcher
    - weights
    - tape measure
    - computer-aided design (CAD) terminal and program
- design specifications and procedures
- patternmaking principles and procedures
- components of structured garments :
    - straps
    - hooks
    - elastic
    - fasteners
    - ribbon
    - underwire
    - foam padding
    - oil filled straps
    - rings
    - fine lace and delicate fabrics
- current practices and special construction methods for bras and swimwear with structured foundations :
    - fusing
    - gluing
    - moulding
    - sewing requirements
    - seam allowances
    - stitch requirements
    - seam finishes, such as flat seam, blind hem and French seam
- design requirements and style features:
    - garment type (bra and swimwear)
    - number of panels
    - sleeves
    - sides
    - openings
    - neckline
    - seams
    - gathers
    - pleats
    - panel tucks
- customer and workplace fit requirements
- fabric characteristics of one-way, two-way and no-stretch fabrics
- marker making procedures

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- pattern markings:
  - appropriate seam allowance
  - notching
  - pattern information (size, style number, cutting instructions and identity)
  - darts
  - drill holes
  - grain line
  - cutting line
  - stitching line
- cutting and garment construction
- maintaining accurate records.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in developing patterns for bras and swimwear at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD5003 Analyse fit model

Modification History

Release 1. Supersedes and is equivalent to LMTFD5003B Analyse fit model

Application

This unit of competency covers the skills and knowledge required to analyse and select the fit model used to present sample garments and derive garment fit and size standard.

The unit of competency applies to representations that are required in the design, manufacture and retail of fashion garments to ensure that the targeted customer population is addressed in size range and appropriate data is obtained from research. This data also provides a solid basis for design, pattern derivation and garment construction for a sizing system.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Plan to analyse fit model**	2.1	Obtain profile of target market
		2.2	Identify characteristics of market population
		2.3	Establish intended purpose of the design
		2.4	Interpret design brief and select appropriate sizing system and fit model to represent target population
		2.5	Communicate with relevant people to confirm plans
3	**Measure fit model**	3.1	Obtain tools and equipment and prepare fit model for measurement and image capture
		3.2	Establish and mark body reference points
		3.3	Take and record body measurements
		3.4	Consult designer and product development team to analyse measurements
		3.5	Assess body characteristics and compare to standard body
		3.6	Identify unique features, assess for potential problems in fit and record all information
4	**Finalise and check fit model**	4.1	Identify types of dress forms or 3-D avatars available to designers and technicians and evaluate options according to resources
		4.2	Compare to fit model and select appropriate representation

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Target market includes one or more of the following:

- plus sizes
- petit sizes
- teen
- mature age
- baby
- toddler

Sizing system includes one or more of the following:

- women's sizes, such as 10, 12, 14, 16, and so on
- men's sizes, such as 92, 95, 98, and so on
- women's bra, sizes such ad 12A, 12B, 12C, 12D, 12DD, and so on
- children's sizes, such as 5, 6, 7, 8, 9, 10, and so on

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	• babies' sizes such, as 0000, 000, 00, 0, and so on
Confirm plans includes the following:	• clarify design brief with designer, if required • gain approval of stakeholders for selected fit model • liaise with fit model to develop schedule for measurement taking, fittings and presentation of garments
Standard body includes one or more of the following:	• Australian Standards, international standards and recommended size charts • proprietary data developed in-house or through external sources which define the figure as proportional, aligned and falling within appropriate weight for age parameters for target population
Unique features include one or more of the following:	• common postural faults, such as forward head, rounding of shoulders, anterior/posterior pelvic tilts, sway back and flat back • prominent features, such as protruding abdomen, bust or seat • spinal and pelvic rotation • foot alignment, such as supinated or pronated foot • arm types, such as very thin or heavy • leg types, such as bow legs or knock knees • neck length, such as long or short

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD5003B Analyse fit model

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5003 Analyse fit model

Modification History

Release 1. Supersedes and is equivalent to LMTFD5003B Analyse fit model

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- scoping and interpreting target market and characteristics of market population
- interpreting design brief and selecting appropriate sizing system and fit model to represent target population on at least two (2) occasions
- analysing and assessing physical characteristics
- recording measurements and consulting with design and production team members to analyse measurements
- assessing body characteristics, comparing to standard body and identifying unique features, to assess for potential problems in fit
- recording measurements, body characteristics and unique features
- selecting appropriate representation of fit model to use in product development
- maintaining records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards for patterns and garment construction
- sizing systems
- characteristics of target market:
  - age
  - gender
  - size, body characteristics
  - economic and social expectations
  - purchase pattern
- tools and equipment:
  - manual or electronic tape measure
  - image capturing devices
  - pen/pencil

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    - measure chart
    - tape, cord or elastic
    - eraser
    - Australian Standard chart
- body characteristics:
    - posture
    - genetic, developmental and structural influences
    - shape classifications, such as hourglass, rectangular, pear and inverted triangle
    - anthropometric classifications (somatotypes)
    - shoulder slope (raised, normal and sloping)
    - body sway and postural asymmetry (according to lower and upper body)
    - proportions (short or long-waisted and mid-body shortness)
- body measurements:
    - height and weight
    - body reference points, such as nape, acromion, waist point, seat vertex, abdomen vertex, carpus, neck base, upper sternum, bust point and pelvic bone
    - levels, such as crown, shoulder, scye, bust or chest, waist, hip, crotch and knee
    - girth measurements, such as waist, bust or chest, hip, high hip, upper and under bust, head circumference, upper arm, wrist, thigh, calf, ankle and heel/instep
    - horizontal measurements, such as shoulder, shoulder breadth, across front, across back,and bust point to bust point
- vertical measurements, such as nape to centre back waist, nape to neck base, nape to bust or chest, nape to waist, nape to wrist, centre front waist to floor, centre back waist to floor, right-hand side waist to floor, left-hand side waist to floor, waist to hip, inside leg, body rise, arm length and neck length
    - cup size
    - shoulder angle
    - seat prominence
- body science:
    - structural anatomy
    - morphology
    - anthropometry
- quality practices
- workplace practices
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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  - have vocational competency in analysing fit models, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD5005 Manipulate fabrics to create new finishes

Modification History

Release 1. Supersedes and is equivalent to LMTFD5005B Manipulate fabrics to create new finishes

Application

This unit of competency covers the skills and knowledge required to use manipulation techniques to create decoration for fabric design effects.

The unit of competency applies to manipulating a range of textiles that are used in the production of garments and accessories.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

MSTCL3001 Identify fabric performance and handling requirements

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to manipulate fabrics**	2.1	Identify a range of fabric manipulation techniques
		2.2	Identify effects of manipulation on different textiles
		2.3	Identify processes to achieve different manipulations
		2.4	Investigate how uses of manipulation inform and inspire design
		2.5	Identify the role of manipulation as a production tool and its effect on design
3	**Manipulate textiles to produce work sample**	3.1	Apply manipulation techniques to a variety of textiles
		3.2	Assess outcome and modify manipulation as required to provide quality outcomes
		3.3	Produce samples of manipulated textiles
		3.4	Document techniques and their effects for future reference

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Fabric manipulation includes three or more of the following:	• crushing • heat application • tucking • pleating • shrinking • dyeing
Textiles include one or more of the following:	• knitted fabrics, including weft knits and warp knits • woven fabrics, including plain, twill, satin, dobby and jacquard • non-woven fabrics, such as felts, nets, braids and bonded • raw materials • yarns • man-made materials

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD5005B Manipulate fabrics to create new finishes

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Links

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Assessment Requirements for MSTFD5005 Manipulate fabrics to create new finishes

Modification History

Release 1. Supersedes and is equivalent to LMTFD5005B Manipulate fabrics to create new finishes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- providing at least ten (10) illustrations that demonstrate a range of fabric manipulation techniques on a variety of fabrics
- identifying and illustrating three (3) examples of how uses of manipulation inform and inspire design
- experimenting with at least three (3) manipulation techniques on different fabrics to determine their effects
- assessing outcomes and modifying manipulation as required to enhance effects
- documenting manipulation techniques and their effects for future reference.
-

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- uses and performance characteristics of textiles, fibres and fabrics
- Australian Standards for garment production and use of chemicals
- manipulation techniques:
  - crushing
  - heat application
  - tucking
  - pleating
  - shrinking
  - dyeing
- quality practices
- workplace practices
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in manipulating fabrics, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD5010 Develop and present design concepts within specific guidelines

Modification History

Release 1. Supersedes and is equivalent to LMTFD5010B Develop and present design concepts within specific guidelines

Application

The unit of competency covers the skills and knowledge required to develop and present fashion design concepts to the client, in response to a brief. It applies to a garment or small range for adult or children's market which includes some distinctive style and features. Work is conducted according to workplace practices and procedures as a member of a team or under supervision.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Prepare to develop design concepts**	2.1	Identify and confirm design brief details and relevant design information, and clarify parameters of the project
		2.2	Research principles of good fashion design, design trends, availability of materials and other relevant information
		2.3	Identify a range of possible design concepts and prepare storyboard themes related to fabrics and colours
		2.4	Consult with other members of the design team to modify ideas and select appropriate concepts for development
3	**Develop design concepts**	3.1	Determine appropriate styles and trims or accessories
		3.2	Research and confirm production feasibility
		3.3	Prepare artwork and provide specifications in appropriate format, and include any additional documentation required
		3.4	Prepare design concepts and relevant support materials for presentation according to agreed presentation strategy
4	**Estimate production costs**	4.1	Collaborate with team to check and confirm all items and resources required for the designs
		4.2	Obtain costs for all materials from relevant sources, compare where necessary, and identify preferred suppliers
		4.3	Calculate total design costs

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		4.4	Negotiate amendments or modifications as required to ensure design concept is within budget
5	**Present design concepts**	5.1	Prepare materials and equipment to create an effective presentation
		5.2	Outline features and benefits of designs in a positive manner that encourages approval
		5.3	Include all client brief and workplace requirements in the presentation
		5.4	Document process and costings and store documentation according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Design brief details include:	• garment or range details • target market • end uses of product • cost point • fabrics and materials • size • production requirements • timelines • client requirements • workplace requirements • quality requirements • style and feature requirements
Garments include one or more of the following:	• skirts • trousers/pants • shirts/blouses • dresses • coats • lingerie
Style features include one or more of the following:	• garment type • collar • sleeves • yoke • sides • openings • neckline • buttons • seams • zips • gathers • pleats • panels • tucks

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Parameters of the project include:	• team members and their roles • chain of command • timelines • budget constraints • reporting processes • workplace practices • technical requirements of production • constraints • project plan and critical path • additional expertise • influence of previous projects
Storyboards include:	• trade sketches of new garment designs • illustrations • magazine extracts • fabric swatches • trim or accessory samples • colour palette • specifications
Prepare artwork includes one or more of the following:	• manually • computer-aided design (CAD) system
Presentation strategy includes one or more of the following:	• illustrated talk • digital presentation • meeting with client • fashion event • trade display

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD5010B Develop and present design concepts within specific guidelines

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5010 Develop and present design concepts within specific guidelines

Modification History

Release 1. Supersedes and is equivalent to LMTFD5010B Develop and present design concepts within specific guidelines

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures and safe work practices
- applying relevant standards
- generating ideas in response to a design brief, identifying at least three possible design concepts and preparing storyboard themes related to fabrics and colours
- consulting with team members to determine appropriate concept for development
- incorporating distinctive style and features, trims or accessories, and confirming production feasibility
- preparing artwork manually or using computer-aided design (CAD) systems and detailing specifications and other relevant documentation as required, in appropriate format
- researching potential sources and suppliers, comparing costs and identifying preferred option
- calculating total design costs and preparing detailed costings sheets, and estimating of all costs for at least three (3) garments or a small range
- negotiating amendments or modifications as required to ensure design concept is within budget
- creating an effective presentation to present design concept, for at least three (3) garments or a small range, that meets all requirements of the brief and outline features and benefits
- preparing and storing completed documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- elements and principles of design and how they are used to create good design in the fashion industry:
  - repetition
  - gradation
  - rhythm

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    - radiation
    - harmony
    - contrast
    - dominance
    - proportion
    - balance
    - unity
- design information:
    - customer requirements
    - work specifications
    - fashion reports and trade journals
    - stock records
    - summaries of materials, labour and overhead costs
    - organisation work procedures
    - organisational or external personnel
    - quality
    - Australian Standards and procedures
- design costs:
    - time
    - labour
    - materials
    - trims and accessories
    - overheads
    - fabrics
- fashion industry context, such as codes of practice, global and local trends, copyright obligations and resource sources
- range of typical garment fabrics, including weight and other characteristics
- detailed knowledge of garment construction, marker making and cutting procedures
- colour/colour mix and interpretation
- properties and characteristics of fabrics, fibres, trims and accessories
- fashion costing processes
- presentation, recording and reporting practices.

Assessment Conditions

- Assessors must:
- satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
- have vocational competency in developing design concepts, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD5011 Produce fashion illustrations to assist product visualisation

Modification History

Release 1. Supersedes and is equivalent to LMTFD5011B Produce fashion illustrations

Application

This unit of competency covers the skills and knowledge required to produce fashion illustrations that will visually communicate the fashion figure in a variety of poses and silhouettes.

The unit of competency applies to producing fashion illustrations using stylised drawing and rendering techniques.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Prepare to produce fashion illustrations**	2.1	Set up and prepare workspace, drawing tools and equipment
		2.2	Select reference source appropriate to illustration requirements and collage to assist illustration process
		2.3	Analyse figure details, compositional balance, scale and perspective
		2.4	Select illustration techniques and media that are appropriate to communicate a variety of fabrics and textures
3	**Produce fashion illustrations**	3.1	Select proportion, scale and stylisation relevant to fashion illustration
		3.2	Use clean, confident and stylised lines to present representations of fashion figure
		3.3	Illustrate a variety of silhouettes and poses of clothed fashion figures
4	**Review and finalise illustrations**	4.1	Inspect illustration against quality standards and make any required changes or adjustments
		4.2	Complete and store documentation relating to fashion illustration

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Reference sources include one or more of the following:	• photographs • magazines • fashion books • websites
Figure details include one or more of the following:	• full or partial body drawings • hands • feet • head • hair • eyes • nose • mouth • waist • bust • hips

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	• legs • arms
Illustration techniques include one or more of the following:	• flat paint application • wash (paint application) • rendering • air brushing
Fabrics include one of more or the following:	• fur • velvet • suede • silk • sheer fabrics • denim • brocade • sequin • leather • lace

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD5011B Produce fashion illustrations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5011 Produce fashion illustrations to assist product visualisation

Modification History

Release 1. Supersedes and is equivalent to LMTFD5011B Produce fashion illustrations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and include:

- following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- researching fashion illustrations in a range of reference sources
- analysing figure details, compositional balance, scale and perspective
- using appropriate manual or digital drawing tools, materials and techniques to produce a range of fashion illustrations to depict at least three (3) garments on the human form
- using illustration techniques and media that are appropriate to communicate a variety of fabrics and textures
- selecting proportion, scale and stylisation relevant to fashion illustration
- using clean, confident and stylised lines to present representations of clothed fashion figures and figure details in a variety of silhouettes and poses
- completing and storing documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- drawing tools and equipment:
  - coloured pencils
  - digital equipment
  - software
  - aquarelle pencils
  - pencil sharpener
  - felt tip markers
  - pen
  - ink
  - pastel
  - crayon

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  - flat paint
  - washed paint
  - air brush
  - eraser
  - ruler
  - slanted drawing table
- illustration techniques
- examples of typical representations of fashion figures
- quality criteria:
  - proportion
  - perspective
  - symmetry and balance
  - detailing
  - neatness
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in fashion illustration at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD5012 Perform contour draping

Modification History

Release 1. Supersedes and is equivalent to LMTFD5012B Perform contour draping

Application

This unit of competency covers the skills and knowledge required to perform contour draping for styled garments that are worn against the body.

The unit of competency applies to draping fabric to the contours of the figure incorporating working design drawings. Draping may be for a one-off garment that goes from drape to garment or a prototype that goes from drape to flat pattern for small volume production. Draping is performed on a body form, such as a mannequin or model.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFD4021 Drape fabrics to make patterns

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to perform contour draping**	2.1	Select and prepare draping tools and equipment
		2.2	Plot design lines from working drawings onto body form, using narrow tape
		2.3	Check measurements against specifications
		2.4	Prepare fabric for draping
3	**Plan drape**	3.1	Identify requirements for adding ease and manipulating dart excess
		3.2	Plan seam positioning and develop drape plan
		3.3	Prepare cover designs if a fitted foundation to support volume draping or layering is required
4	**Perform and finalise drape**	4.1	Pin fabric on model form and perform draping operations
		4.2	Remove drape from model
		4.3	Finalise drape and direct to next production process

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Fabric includes one or more of the following:	• fabric of the final garment • a fabric that has the same handle or drape
Prepare fabric for draping includes the following:	• estimating dimensions of fabric pieces required for each section/piece to be draped • identifying warp, weft and bias of fabric • identifying and assessing fabric handling qualities
Drape plan includes one or more of the following:	• adding fullness (pleats, tucks and gathers) • multiple darts/division of darts • symmetric and/or asymmetric design features • cowls, twists and knots
Draping operations include the following:	• relating body reference points and fabric grains • moulding and manipulating fabric to fit model form according to working drawing, fit and design lines

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- adding ease to allow for movement
- incorporating fullness or volume, if required
- smoothing or manipulating fabric over contours of model form
- forming and pinning darts and seams to create pattern or construct garment
- preparing drape for truing and performing truing

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD5012B Perform contour draping

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5012 Perform contour draping

Modification History

Release 1. Supersedes and is equivalent to LMTFD5012B Perform contour draping.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- preparing tools, equipment and fabric pieces
- plotting design lines from working drawings onto body form, using narrow tape
- checking measurements against specifications
- identifying requirements for adding ease and manipulating dart excess
- planning seam positioning and developing drape plan
- preparing cover designs if a fitted foundation to support volume draping or layering is required
- carrying out all required draping operations on model form on at least two (2) occasions
- finalising the drape for next process.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards for patterns and garment construction
- principles and concepts of patternmaking
- customer and workplace requirements
- cost efficiency in relation to patternmaking
- range of typical garment fabrics, including weight and other characteristics
- draping tools and equipment:
  - model form
  - narrow tape/ribbon
  - tape measure
  - pen/pencil
  - scissors
  - square rule
  - marker pens

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  - hole punch
  - pins
  - fashion triangle
  - French curve
  - pattern notcher
  - weights
- draping processes and plans
- body science:
  - structural anatomy
  - morphology
  - anthropometry
- fabric handling characteristics:
  - fall
  - stretch
  - stability
  - drape
- required details for pattern pieces
- pattern markings:
- appropriate seam widths
  - notches
  - dart lines
  - drill holes
  - grain line
  - cutting instructions
  - stitching lines
- cutting and garment construction
- quality practices
- workplace practices
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in contour draping, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFD5014 Construct complex blocks for fashion garments

Modification History

Release 1. Supersedes and is equivalent to LMTFD5014B Construct complex blocks for fashion garments

Application

This unit of competency covers the skills and knowledge required to construct complex blocks for fashion garments.

The unit of competency applies to the construction of blocks to develop patterns for fashion garments that require advanced styling, such as label house, couture, designer label, made-to-measure, bridal or corsetry production.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFD4008 Construct stock size block for garment to meet size and fit specifications

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to construct complex blocks**	2.1	Confirm garments in range and obtain profile of target market
		2.2	Interpret and clarify design sketches and drawings, specifications and intended purpose of the design with designer
		2.3	Evaluate and record size and fit model specifications, body movement and comfort requirements
		2.4	Consider fabric characteristics and performance, trims and finishing of the design
3	**Construct complex blocks**	3.1	Select blocks and block drafting principles and methods for selected fashion garments
		3.2	Analyse measurements and characteristic of fit model and enter data into block drafting formulas and methodology
		3.3	Construct block using patternmaking technical skills and check to ensure compliance with requirements, design specifications and standards
		3.4	Document methods and formulas used
4	**Verify blocks for accuracy and suitability**	4.1	Check block either manually, by computer or by constructing a toile
		4.2	Construct toiles from block, where required
		4.3	Verify correct proportion, fit and balance and suitability of garment, and make minor adjustments, where

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			required
		4.4	Label final blocks and check for accuracy and completeness of all necessary information to ensure compliance with specifications
5	**Develop block portfolio for fashion label**	5.1	Present blocks in preparation for development of style patterns according to workplace requirements and cost efficiency
		5.2	File and store blocks on appropriate media according to appropriate criteria and complete all required documentation
		5.3	Maintain records and prepare reports where necessary

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Garment range with advanced styling includes one or more of the following:	• tailored suits • eveningwear • bridal wear • couture • stretch trousers • corsetry • raglans • kimonos • overcoats • jackets • capes
Profile includes one or more of the following:	• age • ethnicity • gender • size, body characteristics • economic and social expectations
Measurement and characteristics of fit model include:	• accurate assessment of body measurement positions (landmark points, such as nape; and levels, such as waist level) • accurate taking of body measurements, including girth, vertical and horizontal measurements • age • sex • ethnicity • assessment of physical characteristics, including body characteristics and unique features as aligned with standard representation
Media includes one or more of the following:	• cardboard • computer file • tissue paper

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD5014B Construct complex blocks for fashion garments

Links

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Assessment Requirements for MSTFD5014 Construct complex blocks for fashion garments

Modification History

Release 1. Supersedes and is equivalent to LMTFD5014B Construct complex blocks for fashion garments

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- interpreting designs for label garment range and determining appropriate fabric characteristics and performance, trims and finishing of the design
- recording size and fit model specifications, body movement and comfort requirements
- analysing measurements and entering data into block drafting formulas
- constructing, checking and verifying blocks, for at least two (2) different specified garments or small garment range, with advanced styling
- constructing and adjusting toiles or prototypes, and modifying block as required
- presenting blocks in preparation for development of style patterns according to workplace requirements and cost efficiency
- labelling final blocks and checking all necessary information is accurate and complete and complies with specifications
- filing and storing blocks according to appropriate criteria and maintaining records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards for the fashion industry
- principles, concepts and processes of block construction
- industry, global and local trends
- detailed knowledge of garment construction
- fabric characteristics and performance
- cost efficiency in relation to block construction and patternmaking
- garments or small garment range with advanced styling, such as:
  - tailored suits
  - eveningwear
  - bridal wear

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    - couture
    - stretch trousers
    - corsetry
    - raglans
    - kimonos
    - overcoats
    - jackets
    - capes
- patternmaking technical skills
- computer aided design skills relevant to block construction
- block making methods and formulas:
    - deviations from standard patterns
    - sources of pattern components
    - pattern derivation methods and formulas
    - block construction methods and formulas
    - application of current industry practice
- toile construction
- block filing criteria:
    - date
    - category
    - label
    - location
    - gender
    - age
- documentation and recording practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in complex block construction at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFD5015 Develop patterns for complex fashion garments

Modification History

Release 1. Supersedes and is equivalent to LMTFD5015B Develop patterns for complex fashion garments

Application

This unit of competency covers the skills and knowledge required to develop patterns for the production of complex fashion garments with advanced styling requirements.

The unit of competency applies to the development of patterns using an existing block and applying advanced patternmaking principles.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTCL3009	Develop patterns from a block using basic patternmaking principles
MSTFD4010	Create pattern to meet design specifications applying advanced patternmaking principles
MSTFD4015	Create pattern from block to meet customer specifications

Competency Field

Fashion design and technology

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to create patterns**	2.1	Select and prepare patternmaking tools, equipment, additional materials, if required, and workstation
		2.2	Interpret and clarify design drawings and specifications, and identify design lines and style features
		2.3	Confirm garments in range, intended purpose and target market with designer
		2.4	Obtain profile of target market, check sketches or drawings and interpret specifications with designer, as required
		2.5	Evaluate and record all design and advanced styling requirements
3	**Create pattern for complex garments**	3.1	Plan pattern production according to quality standards and workplace procedures
		3.2	Select blocks for block portfolio and check they are accurate and appropriate
		3.3	Make necessary adjustments to seams to create silhouette to match design brief
		3.4	Produce pattern using advanced patternmaking principles and document methods and formulas used
		3.5	Check pattern pieces, label and complete markings

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4	**Check and finalise patterns**	4.1 Test toile or garment segments for proportioning and fit
		4.2 Fit prototype to ensure that pattern is satisfactory to customer
		4.3 Complete any pattern alterations and assess pattern meets fit and design requirements
		4.4 Finalise pattern and check it is accurate, complete and complies with design specifications
		4.5 Complete pattern specification sheet, attach to patterns for storage and file appropriately

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards include:
- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Design requirements include :
- fabric characteristics and performance
- trim details and finishings
- special construction method
- ease allowances
- identification of fabrics not suitable to the design
- budget constraints
- specification of fit model
- body movement
- comfort

Style features include one or more of the following:
- garment type
- collar
- sleeves
- yoke
- sides
- openings
- neckline
- buttons
- seams
- zips
- gathers
- pleats
- panels
- tucks

Advanced styling includes one or more of the following
- label house
- couture
- designer label
- made-to-measure
- bridal
- corsetry

Complex garments include one or more of the following:
- tailored suits
- eveningwear
- bridal wear
- couture

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- trousers
- pants
- suits
- corsetry

Advanced patternmaking methods and formulas include the following:

- deviations from standard patterns
- sources of pattern components
- pattern derivation methods and formulas
- block construction methods and formulas
- application of current industry practice

Check pattern pieces includes the following:

- accuracy of seam allowances
- ease allowance
- seam match
- hems
- functional openings
- flow through

Specification documents include the following:

- number of pattern pieces
- what the pattern consists of (e.g. 2 bodice, 1 sleeve)
- measurement table
- size table
- technical drawing
- details of types of materials (fabric, lining, fusing, elastic, closures and trims)
- sign-off
- recommendations for stitching

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD5015B Develop patterns for complex fashion garments

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5015 Develop patterns for complex fashion garments

Modification History

Release 1. Supersedes and is equivalent to LMTFD5015B Develop patterns for complex fashion garments

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- interpreting and clarifying design drawings and specifications, design lines and style features
- confirming garments in range, intended purpose and target market with designer
- obtaining profile of target market, checking sketches or drawings, interpreting specifications with designer, as required
- recording all design and advanced styling requirements
- using patternmaking tools and equipment and applying industry standards for advanced patternmaking and complex garment construction
- choosing appropriate block portfolio to develop a complex pattern to suit work specifications
- producing a pattern using advanced patternmaking principles for at least two (2) complex garments with advanced styling, and documenting methods and formulas used
- checking pattern pieces, labelling and completing markings
- fitting toile, prototype or garment segments to check for correct fit, and adjusting patterns to suit customer and design requirements
- finalising pattern, checking it is accurate, complete and complies with design specifications, and completing pattern specification sheet to attach to patterns
- filing patterns according to workplace procedures and maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards for patterns and garment construction
- patternmaking tools and equipment:
  - blocks
  - dress form

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  - scissors
  - square rule
  - marker pens
  - hole punch
  - pins
  - fashion triangle
  - French curve
  - pattern notcher
  - weights
  - tape measure
- design specifications and procedures
- target market profile:
  - age
  - ethnicity
  - gender
  - size
  - body characteristics
  - economic and social expectations
- advanced patternmaking methods and formulas:
  - deviations from standard patterns
  - sources of pattern components
  - pattern derivation methods and formulas
  - block construction methods and formulas
  - application of current industry practice
- advanced patternmaking procedures:
  - dart manipulation
  - adding fullness
  - pivoting
  - square blocking
  - contouring
  - advanced dart manipulation
- advanced styling requirements, such as:
  - label house
  - couture
  - designer label
  - made-to-measure
  - bridal
  - corsetry
- design requirements and style features:
  - garment type

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    - collar
    - sleeves
    - yoke
    - sides
    - openings
    - neckline
    - buttons
    - seams
    - zips
    - gathers
    - pleats
    - panels
    - tucks
- customer and workplace fit requirements
- fabric characteristics
- marker making procedures
- pattern markings:
    - appropriate seam allowance
    - notching
    - pattern information (size, style number, cutting instructions and identity)
    - darts
    - drill holes
    - grain line
    - cutting line
    - stitching line
- cutting and garment construction
- maintaining accurate records.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in pattern making, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.

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- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD5016 Grade complex patterns

Modification History

Release 1. Supersedes and is equivalent to LMTFD5016B Grade shaped patterns

Application

This unit of competency covers the skills and knowledge required to conduct allometric grading of shaped or 3-D patterns for fashion garments.

The unit of competency applies to grading patterns where the focus is on taking into account differences in body growth for a specialised fit. Allometric grading must consider the relative growth rate of different parts of the body. Discretion and judgement may be required in planning and selecting processes.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFD4013 Grade 2-D patterns

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to grade complex patterns**	2.1	Research target market and collect data of target market for measurement table
		2.2	Clarify design brief and confirm target market and intended purpose of design with designer
		2.3	Analyse measurement table
		2.4	Identify growth of circumference and length increments and construct size table
		2.5	Identify base pattern pieces, allocate grade points and construct grade rule table
3	**Grade complex patterns**	3.1	Determine stacking or outlay requirements, including direction
		3.2	Grade pattern manually using patternmaking technical skills or by computer
		3.3	Identify stack points or lines if stacking is used
		3.4	Preserve integrity of pattern attributes during grading
		3.5	Accurately label all pattern pieces with pattern marking symbols
		3.6	Check pattern for accuracy and rectify or address faults as required
4	**Finalise and store complex patterns**	4.1	Prepare shaped patterns and markers and present in preparation for production

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4.2 Prepare specification documents required

4.3 Maintain records and complete documentation as required

4.4 File patterns according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Research target market includes the following:

- analyse target market
- identify averages and differences
- analyse body growth
- record relevant data

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Body growth includes the following:	• change in shape • increase in dimension of the neck, torso and limbs which is independent of growth in stature
Grading methodology includes the following:	• allometric or 3-D apportion of grade increments • positioning of constant or stack point through growth areas of body
Shaped grading includes the following:	• a construction-based method of grading • reduces or grows a base pattern in height, girth and shape • distributes grade increments at points and in values that reflect a third dimension to a flat 2-D pattern • must consider the relative growth rate of different parts of the body

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD5016B Grade shaped patterns

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5016 Grade complex patterns

Modification History

Release 1. Supersedes and is equivalent to LMTFD5016B Grade shaped patterns

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- researching target market, clarifying design brief and confirming target market and intended purpose of design with designer
- analysing measurement table, identifying growth of circumference and length increments and constructing size table
- identifying base pattern pieces, allocating grade points and constructing grade rule table
- determining stacking or outlay requirements, including direction
- using computer-aided design (CAD) or manual grading system to grade at least two (2) shaped or 3-D patterns
- preserving integrity of pattern attributes during grading and correctly marking and labelling pattern pieces
- checking pattern for accuracy, rectifying faults as required, finalising pattern for production and preparing specification documents
- completing documentation, maintaining records and filing patterns according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian size Standards
- workplace and customer size charts
- allometric grading processes
- pattern attributes:
  - darts
  - notches
  - shape
  - design proportion
- marker making

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- pattern marking symbols and labelling:
  - grain lines
  - darts
  - notching
  - all necessary slits
  - job seams
  - seam allowance
  - cutting line
  - stitching line
- correct written information and instructions
- cost efficiency in patternmaking
- documentation, specifications and recording practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in grading complex patterns, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD5017 Apply design studio processes to meet client brief

Modification History

Release 1. Supersedes and is equivalent to LMTFD5017B Apply design studio processes to meet client brief

Application

This unit of competency covers the skills and knowledge required to apply design studio processes when working to a client brief to design and produce fashion garments.

The unit of competency applies to integrating skills across the design and production process and focuses on experimentation and continuous improvement in order to achieve desired design effects and meet a client brief for individual garments or a small range.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for design and production**	2.1	Identify and confirm specifications of design brief, client needs and objectives and establish the purpose and parameters of the design with client
		2.2	Identify characteristics of target market and review relevant products previously developed by the enterprise in terms of similar specifications
		2.3	Establish communication requirements and channels with client
		2.4	Research relevant information to guide design and production process
		2.5	Analyse information, clarify brief, as required, and identify any additional expertise required for project
		2.6	Access and apply information on design techniques and processes used to achieve desired effects, as required throughout design and development processes to improve product
3	**Undertake design and production process**	3.1	Identify preliminary concept options, discuss with client or workplace design team and evaluate options against design brief specifications
		3.2	Apply principles and elements of design to experiment with design concepts
		3.3	Use selection processes to evaluate and refine concept options and scope out preliminary design concepts to present to client
		3.4	Present design concept to client and apply client's feedback to modify and improve design
		3.5	Scope production requirements and make preparations

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			for production
		3.6	Identify sequence of operations and complete requirements to develop and confirm design pattern
		3.7	Complete required actions to produce finished fashion product
4	**Review design and production processes**	4.1	Assess finished product against quality criteria, design specifications and design brief
		4.2	Evaluate design to identify opportunities for improvement
		4.3	Analyse and evaluate production process to identify opportunities for improvement
		4.4	Document process and improvements
		4.5	Plan to present final product to client
5	**Present finished product to client**	5.1	Prepare finished product for presentation
		5.2	Select accessories, fabric examples and components to convey range and style options of design
		5.3	Select model as required
		5.4	Organise presentation of finished product
		5.5	Seek client response and assess for improvement possibilities
		5.6	Assess further production and business opportunities

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS requirements

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Specifications includes the following:

- budget
- price point
- type of garment
- fabric type and quantity
- range
- style requirements
- fit model specifications
- size range
- timeline
- special effects or features
- quality criteria
- finishing details
- design restrictions or conditions

Relevant information includes one or more of the following:

- trends
- fabrics
- production and construction processes
- target market

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	• resource availability • costs
Selection processes include one or more of the following:	• checking against design brief • discussing with client • testing with target market • testing with production team • discussing with patternmaker • testing with sales and marketing professionals
Experiment with design concepts includes one or more of the following:	• scoping out preliminary concepts using sketches, illustrations, models, samples, fibres and fabrics • using selected criteria and processes to evaluate design concepts by self and others • assessing feedback and analysis for potential to improve design concept • using further experimentation to develop design concepts • selecting concepts for presentation and testing with appropriate personnel
Present design concept to client includes the following:	• using communication tools to present design concept • emphasising features and benefits of design concepts • encouraging and promoting acceptance of design concept • assessing and responding to client response • modifying design concept and improving it where possible
Communication tools include one or more of the following:	• inspiration board • storyboard • research information • multimedia tools • print and audio tools • demonstration or exhibition
Presentation skills include one or more of the following:	• effective verbal and non-verbal communication • active listening • use of appropriate communication tools • positive language • clear statement of main points • interpersonal communication skills

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- seeking and responding to feedback
- encouraging questions
- responding effectively to questions

Preparations for production include the following:

- identifying all components required for production
- identifying technical aspects of production
- completing specification sheet to guide production
- identifying and sourcing resources and production requirements
- developing production plan to guide production
- confirming production plan with client

Sequence of pattern operations includes the following:

- selecting pattern base to meet design brief
- modifying blocks to create patterns that meet design requirements and specifications
- making pattern according to industry standards, including industry markings and lay plans
- creating toile to test accuracy of pattern
- confirming pattern against design specifications

Produce finished fashion product includes the following:

- preparing workplace according to WHS practices
- preparing materials and resources
- cutting fabric according to pattern directions
- sewing product according to specifications
- finishing product according to specifications

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD5017B Apply design studio processes to meet client brief

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5017 Apply design studio processes to meet client brief

Modification History

Release 1. Supersedes and is equivalent to LMTFD5017B Apply design studio processes to meet client brief

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- confirming specifications of design brief, client needs and objectives and establishing the purpose and parameters of the design with client
- determining target market and preliminary concept options, discussing with client or workplace design team and evaluating options against design brief specifications
- applying principles and elements of design to experiment with design concepts and presenting design concept to client, using client's feedback to modify and improve design
- producing at least three (3) fashion design products or a small range that meets the client design brief specifications and Australian Standards
- presenting finished garment to client, to convey range and style options of design, and seeking client response
- evaluating completed product design and production processes to identify possible improvements
- preparing all relevant documentation and identifying further production and business opportunities.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards for patterns and garment construction
- aspects of the design process:
  - applying elements and principles of design
  - developing inspiration boards and storyboards
  - assessing fibres and fabrics
  - reviewing relevant products, such as garment sample designs
- design, patternmaking and fashion production tools, equipment and processes:
  - blocks
  - dress form

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    - scissors
    - square rule
    - marker pens
    - hole punch
    - pins
    - fashion triangle
    - French curve
    - pattern notcher
    - weights
    - tape measure
- characteristics of target market:
    - age
    - gender
    - size and body characteristics
    - economic and social expectations
    - purchase pattern
- communication tools:
    - inspiration board
    - storyboard
    - research information
    - multimedia tools
    - print and audio tools
    - demonstration or exhibition
- communication skills and strategies:
    - effective verbal and non-verbal communication
    - oral, written and visual communication
    - active listening
    - positive language
    - recognising and adapting to cultural differences
    - negotiation and conflict resolution skills
- elements and principles of design and how they are used to create good design in the clothing industry:
    - repetition
    - gradation
    - rhythm
    - radiation
    - harmony
    - contrast
    - dominance
    - proportion

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  - balance
  - unity
- information sources and requirements for design and production
- structural anatomy impacting on design:
- skeletal development
- muscle development
- body morphology:
  - shape
  - form
  - fat distribution
- garment construction
- fabrics, fibres, trims and accessories, and their properties and characteristics
- personnel who can contribute to design brief and studio processes:
  - supervisor
  - trainer/mentor
  - designers
  - patternmakers
  - production supervisors
- quality criteria:
  - proportion
  - perspective
  - symmetry and balance
  - detailing
  - neatness
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in applying design studio processes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills,
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFD5018 Determine and specify advanced construction processes

Modification History

Release 1. Supersedes and is equivalent to LMTFD5018B Determine and specify advanced construction processes

Application

This unit of competency covers the skills and knowledge required to determine and specify advanced construction processes to achieve desired design details.

The unit of competency applies to design details which achieve specific effects in the production of garments to give a garment a more unique, individual appearance. It also applies to producing samples and developing construction specifications and standard operating procedures (SOPs) to guide the production of garments which incorporate design detail.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Produce design details**	2.1	Determine design details and their position on the garment
		2.2	Prepare artwork/drawings/specifications and any additional documentation in appropriate format
		2.3	Plan advanced garment construction processes and determine advanced machine or equipment requirements
		2.4	Select appropriate fabric, components and equipment and use advanced construction processes to produce sample design detail
3	**Develop advanced construction process plan**	3.1	Evaluate sample to assess results and modify sample and process plan, as required
		3.2	Consult with production team to determine requirements and assign tasks according to available expertise and production requirements
		3.3	Communicate with team members to clarify advanced construction process plan
		3.4	Analyse design specification sheet, drawings, samples and patterns with team
		3.5	Apply quality criteria and copyright/intellectual property (IP) obligations
4	**Confirm and document**	4.1	Establish relevant technical, monitoring and reporting procedures

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advanced construction process	4.2	Prepare reports and maintain records, as required
	4.3	File and store records according to work procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS requirements
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Design details to achieve specific effects include one or more of the following:	• printing • dyeing • fraying • cutting fabric on bias • painting

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	• beading • embroidery
Advanced garment construction processes include three or more of the following:	• cut-in and applied pockets and tabs • contoured and layered insets • intricate closures and seaming • requirements of unique fabrics and components • quilting • drawn thread work • applique • rouleau
Quality criteria include one or more of the following:	• proportion • perspective • symmetry and balance • detailing • neatness
Machines/equipment include one or more of the following:	• three, four or five thread overlocker • zigzag sewing machine • blind hemmers • buttonholers • button sewers • pocket and collaring machines • elasticators and binders • printing and stencilling equipment • hoops • hand sewing and machine accessories and attachments
Advanced construction process plan includes one or more of the following:	• SOPs • constraints • preferred processes • designs • advanced construction process • roles • schedule/timeframe

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD5018B Determine and specify advanced construction processes

Links

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Assessment Requirements for MSTFD5018 Determine and specify advanced construction processes

Modification History

Release 1. Supersedes and is equivalent to LMTFD5018B Determine and specify advanced construction processes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- developing specifications for at least two (2) design details and the process to achieve them, ensuring copyright and quality criteria are applied
- using required equipment to demonstrate at least three (3) advanced garment construction processes
- developing advanced construction specifications and process plan, including details of advanced machines or equipment
- communicating effectively with construction team to finalise plans and assign tasks for at least two (2) garments with special design effects and advanced construction processes
- documenting processes and maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- design details to achieve special effects, such as:
  - printing
  - dyeing
  - fraying
  - cutting fabric on bias
  - painting
  - beading
  - embroidery
- garment construction
- advanced construction processes, such as:
  - cut-in and applied pockets and tabs

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    - contoured and layered insets
    - intricate closures and seaming
    - requirements of unique fabrics and components
    - quilting
    - drawn thread work
    - applique
    - rouleau
- characteristics of garment fabrics, components and design details
- advanced construction tools and equipment:
    - plain lockstitch sewing machine
    - three, four or five thread overlocker
    - zigzag sewing machine
    - blind hemmers
    - buttonholers
    - button sewers
    - pocket and collaring machines
    - elasticators and binders
    - printing and stencilling equipment
    - hoops
    - hand sewing and machine accessories and attachments
- communication skills and processes
- copyright obligations and codes of practice
- quality criteria:
    - proportion
    - perspective
    - symmetry and balance
    - detailing
    - neatness
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in advanced fashion construction processes at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFD5019 Analyse individual fit and make pattern alterations

Modification History

Release 1. Supersedes and is equivalent to LMTFD5019B Analyse individual fit and make pattern alterations

Application

This unit of competency covers the skills and knowledge required to analyse the fit of a garment or toile on the individual body, make necessary adjustments and alter the pattern.

The unit of competency applies to fitting a garment or toile, making size and fit alterations on the garment or toile, then transferring these alterations to the pattern.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTCL3009 Develop patterns from a block using basic patternmaking principles

MSTFD4010 Create pattern to meet design specifications applying advanced patternmaking principles

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Assess body characteristics**	2.1	Prepare tools and equipment for altering patterns
		2.2	Assess body characteristics to identify individual and unique features that may create fit problems
		2.3	Record information on individual body characteristics and potential fit issues
3	**Fit garment or toile on individual**	3.1	Place garment or toile on the individual and check comfort and fit
		3.2	Reach agreement with individual and make necessary adjustments to garment or toile
		3.3	Develop work schedule with individual for future and final fittings
4	**Make pattern alterations**	4.1	Record details of required alterations and transfer garment or toile alterations to the pattern
		4.2	Finalise pattern with alterations and check it is accurate, complete and complies with design specifications
		4.3	Complete pattern specification sheet, attach to pattern for storage and file appropriately

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS requirements
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Body characteristics include one or more of the following:	• genetic, developmental and structural influences • shape classifications, such as hourglass, rectangular, pear and inverted triangle • anthropometric classifications (somatotypes) • shoulder slope (raised, normal and sloping) • body sway and postural asymmetry (according to lower and upper body) • proportions (short or long-waisted and mid-body shortness)
Unique body features include	• common postural faults, such as forward head, rounding

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one or more of the following:

of shoulders, anterior/ posterior pelvic tilts, sway back and flat back
- prominent features, such as protruding abdomen, bust or seat
- spinal and pelvic rotation
- foot alignment, such as supinated or pronated foot
- arm types, such as very thin or heavy
- leg types, such as bow legs or knock knees
- neck length

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD5019B Analyse individual fit and make pattern alterations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5019 Analyse individual fit and make pattern alterations

Modification History

Release 1. Supersedes and is equivalent to LMTFD5019B Analyse individual fit and make pattern alterations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- recording information on individual body characteristics and unique features that may create fit problems
- fitting at least two (2) garments or toiles on the individual, checking comfort and fit, and reaching agreement with individual on necessary adjustments to garment or toile
- keeping a record of alterations needed to allow for individual differences, transferring garment or toile alterations to the pattern and producing final adjusted pattern that complies with design specifications
- completing pattern specification sheet, attaching to pattern for storage and filing appropriately.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- patternmaking principles and practices
- sizing and fitting practices
- tools and equipment for pattern alterations, such as:
  - manual or electronic tape measure
  - image capturing devices
  - pen/pencil
  - measure chart
  - tape, cord or elastic
  - eraser
  - Australian Standard Chart
- structural anatomy impacting on design:
  - skeletal development

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- muscle development
- body morphology:
  - shape
  - form
  - fat distribution
- body characteristics
- unique body features
- pattern alterations required to respond to individual differences, such as:
  - skirt:
    - length
    - circumference/width
    - waist and hips
    - full high hips
    - sway back
    - large bottom
    - flat bottom
    - high rounded stomach
    - prominent hip bones
  - bodice:
    - length
    - circumference/width
    - waist
    - bust/bust darts
    - shoulders
    - bottle neck
    - chest
    - back
    - basic fitted dress
  - sleeve:
    - length
    - circumference/width
  - pants:
    - length
    - circumference/width
    - waist and hips
    - full high hips
    - sway back
    - large bottom
    - flat bottom
    - high rounded stomach

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    - prominent hip bones
    - related alterations, such as full stomach/thick front waist, one high hip
    - pronounced rounded back/hollow chest
- workplace procedures
- record keeping.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in individual fit and pattern making, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD5021 Conduct digital patternmaking and grading

Modification History

Release 1. New unit

Application

This unit of competency covers the skills and knowledge required to use digital technologies to produce patterns and conduct grading for fashion designs.

The unit of competency applies to the use of specialised electronic programs and computing equipment to digitise patterns and access existing pattern block libraries to create and grade pattern styles for a set size range.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with standard SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Prepare to use electronic design tools**	2.1	Interpret measurements and pattern requirements from technical drawings and specifications sheets
		2.2	Identify garment factors that need to be considered
		2.3	Select and prepare suitable software programs and computing equipment
		2.4	Access and prepare digital working space
3	**Digitise and modify patterns**	3.1	Input manual pattern into program
		3.2	Prepare final pattern pieces for grading and marking
		3.3	Print pattern and assess against design and production specifications
4	**Access and modify library patterns**	4.1	Access pattern block from library
		4.2	Modify patterns to create design features
		4.3	Produce style from block to meet design requirements
		4.4	Print pattern and assess against design and production specifications
5	**Grade patterns using digital techniques**	5.1	Grade pattern according to sizing system for identified target group
		5.2	Check all pattern points in preparation for grading
		5.3	Grade block to meet size specifications requirements
		5.4	Use block to make pattern and grade

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6	**Check and finalise pattern**	6.1	Produce graded pattern
		6.2	Assess accuracy and completeness
		6.3	Make adjustments or improvements as required
		6.4	Create final products and protect, organise and store them according to workplace practices

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Specifications include one of more of the following:	• type of fabric • width and length of fabric • size and garment measurements • pattern details with specific measurements for proportion guidelines • seam allowance for seams, waist, pocket and hem • design and make instructions • base size and size range • clear, detailed technical drawings
Input manual pattern into program includes the following:	• creating straight and curved seams • creating extensions for button fastenings • manipulating darts and edge pivoting to create fullness • adding simple pleats, tucks and gathers • creating simple collars • adding seam and hem allowances to all pattern pieces

Unit Mapping Information

Release 1. New unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5021 Conduct digital patternmaking and grading

Modification History

Release 1. New unit

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- interpreting measurements and pattern requirements from technical drawings and specifications sheets
- identifying garment patternmaking and grading requirements
- selecting appropriate software programs
- inputting manual pattern into digitising program
- accessing pattern block library
- using digital techniques to modify patterns
- using digital techniques to grade patterns according to sizing system for identified target group
- producing graded pattern for at least three (3) items or a small range, such as pants, shirt, bodice, sleeve and skirt
- checking outputs against specifications of design brief and making adjustments according to workplace procedures.
- protecting, organising and storing graded patterns according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- work instructions, standard operating procedures and safe work practices
- relevant Australian Standards
- principles of design
- use of technical drawings and specifications sheets
- sizing systems for men, women and children
- use of digital programs and computer hardware
- software programs, such as:
  - computer-aided design (CAD)
  - Gerber Technology
  - StyleCAD

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    - Lectra Systems
    - Optitex
    - Adobe Illustrator
- use of grade rule libraries
- use of x and y coordinates
- digitised patternmaking tools and procedures
- seams, including:
    - straight seams
    - curved seams
    - waist
    - pocket
    - hem
    - leg
- operating procedures
- garment production requirements
- designs, patterns and production requirements
- quality standards
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in digital pattern making and grading, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD5022 Develop digital costing markers

Modification History

Release 1. New unit

Application

This unit of competency covers the skills and knowledge required to use digital technologies for estimating garment yields for costing. It involves translating graded pattern pieces onto a cutting lay plan, to minimises fabric waste and optimise cutting accuracy.

The unit of competency applies to the use of specialised electronic programs and computing equipment to digitise patterns.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFD5021 Conduct digital patternmaking and grading

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Determine yield from fabric**	2.1	Examine measurements and identify marker requirements from specification
		2.2	Determine the impact of fabric features and specifications on marker
		2.3	Identify pattern width and size scale and estimate material utilisation
		2.4	Select and prepare suitable software programs and computing equipment
		2.5	Access pattern/style libraries and enter fabric and sizing information
		2.6	Generate an order for pattern/style marker
		2.7	Determine optimal layout configuration to minimise fabric waste
		2.8	Ensure lay requirements meet design specifications
		2.9	Confirm garment yield from fabric
3	**Prepare costing markers**	3.1	Generate digital costing marker
		3.2	Determine preliminary costing and assess commercial viability of production
		3.3	Identify need for and make adjustments to improve viability
		3.4	Create marker to maximise utilisation
		3.5	Determine piece count, marker length and fabric utilisation

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		3.6	Ensure measurements and requested specifications are accurately documented
		3.7	Print scaled marker and assess against design and production specifications
4	**Prepare marker for use**	4.1	Prepare marker for use and determine distribution or storage requirements
		4.2	Prepare marker for email distribution
		4.3	Store marker according to workplace procedures
		4.4	Print scaled marker and prepare for processing

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Markers include one of more of the following:	• costing yield markers • sample marker • volume markers
Requested specifications include the following:	• style number • required sizes • bundle codes • piece descriptions • spreading instructions
Fabric specifications include the following:	• types of fabrics • width and length of fabric • measurements • pattern/style

Unit Mapping Information

Release 1. New unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD5022 Develop digital costing markers

Modification History

Release 1. New unit

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- identifying marker requirements
- selecting appropriate software programs
- accessing pattern/style libraries
- preparing order for pattern/style marker
- using digital techniques to determine and modify layout
- determining optimal fabric yield
- using digital techniques to cost fabric
- producing costing markers for at least two (2) complete set of graded patterns
- checking outputs against specifications of brief
- assessing commercial viability of patterns
- storing marker according to workplace procedures
- printing scaled marker and preparing for processing.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- identifying marker requirements
- selecting appropriate software programs
- accessing pattern/style libraries
- preparing order for pattern/style marker
- using digital techniques to determine and modify layout
- determining optimal fabric yield
- using digital techniques to cost fabric
- producing costing markers for at least two (2) complete set of graded patterns

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- checking outputs against specifications of brief
- assessing commercial viability of patterns
- storing marker according to workplace procedures
- printing scaled marker and preparing for processing.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in electronic fashion design and costing, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD6001 Evaluate commercial viability of designs

Modification History

Release 1. Supersedes and is equivalent to LMTFD6001B Evaluate commercial viability of designs

Application

This unit of competency covers the skills and knowledge required to evaluate the commercial viability of the mass production and sale of fashion designs.

The unit of competency applies to evaluating the ability of fashion design concepts and proposals to assist in achieving business goals and financial targets. Skills covered by this unit are used to assist in making decisions about which fashion designs to select for commercial production and sale.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFD4004	Calculate cost estimates for fashion products
MSTFD5009	Cost design production

Competency Field

Fashion design and technology

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Prepare to evaluate commercial viability**	2.1	Analyse current business plan and identify business objectives and financial targets to review business position
		2.2	Review business practices, past products and records of commercial success to assess relevance for future developments
		2.3	Identify workplace criteria for measuring commercial success of products
		2.4	Identify potential designs and assess their ability to meet client or target market needs and expectations
		2.5	Analyse costing and production strategies of designs and assess alignment of designs to business goals and practices
3	**Select designs for commercial development**	3.1	Identify workplace criteria for selection of designs
		3.2	Analyse designs against selection criteria
		3.3	Consult senior management in selection of designs
		3.4	Determine which designs will be developed for commercial production
4	**Establish**	4.1	Establish financial targets for design production

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evaluation mechanism	4.2 Implement monitoring systems to measure progress of design production and return
	4.3 Evaluate design selection against commercial targets
	4.4 Document findings and file according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS requirements
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Current business practices include one	• use of in-house; cut, make and trim (CMT) and offshore production suppliers

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or more of the following:	• use of expertise external to organisation • development of organisational image and market position • pricing and budget strategies • marketing and sales strategies
Commercial success criteria include two or more of the following:	• potential financial return • alignment with business goals and corporate image • client acceptance • availability of materials and resources for production • suitability of production processes • marketing potential • place in the market and product life cycle • production costs and timelines

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD6001B Evaluate commercial viability of designs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD6001 Evaluate commercial viability of designs

Modification History

Release 1. Supersedes and is equivalent to LMTFD6001B Evaluate commercial viability of designs

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- reviewing business position, business practices, past products and records of commercial success to assess relevance for future developments
- identifying potential designs and assessing their ability to meet client or target market needs and expectations
- analysing costing and production strategies of designs to check if they align to business goals and workplace procedures
- following established communication protocols to consult senior management to select at least two (2) designs that are suitable to be developed for commercial production
- establishing and monitoring financial targets and evaluating design selection process and outcomes against commercial targets
- documenting findings and filing according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- specifications for commercial viability
- relevant Australian Standards
- business goals and strategies
- business practices
- costing and production strategies
- commercial success criteria
- practices and procedures for costing design production
- industry trends and market practices
- financial monitoring system
- quality practices
- workplace practices
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in evaluating commercial viability of fashion design, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD6002 Manage product development of fashion designs

Modification History

Release 1. Supersedes and is equivalent to LMTFD6002B Manage product development of fashion designs

Application

This unit of competency covers the skills and knowledge required to manage the development and production processes for fashion designs.

The unit of competency applies to management of the development of fashion designs to production and completion of final product.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Prepare to manage product development**	2.1	Review organisation systems, processes and outcomes of previous business activities to inform planning
		2.2	Identify and confirm design requirements, timelines and budget
		2.3	Consult key personnel to assist in production plan development, as required, and identify quality standards
		2.4	Use planning techniques and tools to develop production plan and schedule, including critical path, timeline and key outcomes
		2.5	Develop design production plan
		2.6	Select key personnel and consult with project team to communicate product development requirements
3	**Manage product development**	3.1	Maintain ongoing communication with team members to ensure all project requirements and quality assurance checks comply with design specifications
		3.2	Review problems and advise designer and patternmaker of any revisions and changes to design specifications
		3.3	Monitor production process and work flow to ensure efficient production techniques and systems are maintained, and identify process improvements
		3.4	Facilitate meetings or discussions to resolve work flow problems, and document and facilitate recommended resolutions
4	**Manage process improvement**	4.1	Monitor improvements/variations to production to ensure outcome meets specifications and production schedule

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		4.2 Collate and analyse data to evaluate effectiveness of production improvements or variations
		4.3 Make decisions on improvements or variations to production within limits of management responsibility
		4.4 Monitor costs and identify budget implications of any production changes
		4.5 Assemble information on development and assess product outcome against specifications
5	**Evaluate and finalise product development**	5.1 Identify and evaluate results in consultation with others, as necessary, and draft plans for future action
		5.2 Review production outcomes with project team to identify strengths and weaknesses of process
		5.3 Determine actual development costs, compare costs to budget estimates and explain inconsistencies
		5.4 Consider the impact of costing inconsistencies on product sale cost
		5.5 Maintain production and monitoring records and prepare reports where necessary
		5.6 Document pattern and design production processes and findings
		5.7 Report on production performance and developments according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS requirements

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Design requirements include one or more of the following:

- expertise
- human resources
- materials and equipment
- specifications

Key personnel include one or more of the following:

- senior management
- production supervisors
- patternmakers
- fashion designers
- production personnel
- contractors

Critical paths include the following:

- resource availability
- timelines
- achieving delivery
- supply chain
- skill levels
- identifying constraints

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	• budget constraints • production turnaround • logistics (shipping and distribution) • reporting
Product development requirements include the following:	• assigning tasks according to available expertise and production requirements • conveying information relating to standards, constraints, preferred processes, designs and techniques to team • analysing design specification sheet, drawings, samples and patterns with team • establishing relevant technical, monitoring and reporting procedures • checking pattern, sizing, materials and construction comply with design specifications
Project requirements include one or more of the following:	• obligations • quality • timelines • budget • costs • technical constraints • compliance with WHS practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD6002B Manage product development of fashion designs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD6002 Manage product development of fashion designs

Modification History

Release 1. Supersedes and is equivalent to LMTFD6002B Manage product development of fashion designs

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and include:

- reading, following and managing compliance with work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- exercising high-level judgement in planning and selecting organisation systems, planning techniques and procedures, project requirements and determining critical paths
- monitoring product development requirements and changes to improve production outcomes for at least two (2) fashion products or a small range
- monitoring production to check quality and efficiency standards and checking compliance with specified design requirements
- communicating effectively with team members and key personnel, identifying problems and encouraging cooperative problem solving
- supporting process improvement and efficient systems to respond to inefficiencies or work flow problems
- reviewing and evaluating development costs, outcomes, causes of differences from budget and implications for product sale costs
- maintaining accurate records of production, monitoring, pattern and design production processes and findings in appropriate formats according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- high-level judgement in planning and selecting appropriate processes or procedures for self and others
- planning techniques and tools, such as:
  - scheduling
  - time management
  - brainstorming
  - setting goals and defined outcomes

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    - prioritising
    - review and evaluation strategies
- process improvement and efficient production techniques/systems, such as:
    - just in time (JIT)
    - VAM systems
    - quick response
    - quality systems
    - team processes
    - benchmarking
- patternmaking principles and processes
- fashion design principles and processes
- planning tools and procedures
- production control and efficiency processes
- quality assurance processes relating to:
    - pattern
    - sizing
    - materials
    - construction
- production processes
- relevant work health and safety (WHS) legislation, Australian Standards, regulatory requirements and codes of practice
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in managing product development, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTFD6003 Manage fashion design process

Modification History

Release 1. Supersedes and is equivalent to LMTFD6003B Manage fashion design process

Application

This unit of competency covers the skills and knowledge required to develop fashion design briefs and manage the development of design concepts for commercial production.

The unit of competency applies to skills associated with guiding the development of fashion product designs to meet client and business goals and strategies. Work may be applied for own processes or to direct activities of others.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Prepare to manage fashion design process**	2.1	Research global fashion trends and identify emerging themes
		2.2	Review product range and previous designs developed by the business to assess relevance to current design directions
		2.3	Identify business and client goals and relate these to design objectives
		2.4	Identify production capacity and processes of the business
		2.5	Research key criteria according to the needs of the design
3	**Develop and confirm design brief**	3.1	Determine key criteria and confirm requirements with client
		3.2	Facilitate the development of the design brief so it clearly conveys all guidelines for development of design concepts
		3.3	Encourage interchange of ideas and consult design development personnel to confirm design brief is feasible and appropriate
		3.4	Use sketches, drawings and samples to illustrate design requirements and finalise design brief
4	**Facilitate design process**	4.1	Specify design concept development processes
		4.2	Specify communication protocols and determine monitoring procedures and checking points
		4.3	Identify, select and brief all design development

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			personnel required for the design process
		4.4	Brief design personnel to develop design concepts and monitor development to ensure budget and time constraints are met
		4.5	Promote a cooperative approach to identify and address problems or inconsistencies in the development of the design concept
5	**Evaluate and finalise design development process**	5.1	Evaluate design concepts against design brief and seek suggestions to modify or improve concepts
		5.2	Finalise design concept and gain client 's agreement to develop design
		5.3	Evaluate design development processes to assess their effectiveness in achieving design brief
		5.4	Document design brief, development processes and outcomes
		5.5	File and store documentation according to workplace practices

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions

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- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS requirements

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Key criteria for managing design brief include the following:

- business goals
- quality standards for designs
- target market
- intended uses
- design themes
- style requirements
- budget
- cost points
- timing constraints
- fabrics and materials
- suppliers
- production processes
- marketing materials

Design concept development processes include one or more of the following:

- research
- purchasing trips
- teamwork
- event participation
- attendance at fashion shows
- experimentation with fabrics, materials and designs
- draping
- adaptation of designs
- inspiration boards
- storyboards
- use of models for original creation
- adaptation of designs
- interpretation of sketches within contexts related to single or multiple production styles and ranges

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- made-to-measure
- theatre costuming

Design brief includes one of the following:

- two or more specialised garments with advanced styling
- a small range of 3–5 items, including at least one advanced styling garment and one complex garment
- three or more complex garments
-

Specialised garments includes two or more of the following

- special purpose garments (e.g. wetsuits and corsetry)
- garments with advanced styling, such as:
  - tailored suit
  - eveningwear
  - bridal wear
  - couture
  - stretch trousers
  - corsetry
  - raglans
  - kimonos
  - overcoats
  - jackets
  - theatrical costumes
  - capes

Design development personnel include one or more of the following:

- patternmakers
- designers
- design assistants
- production personnel

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD6003B Manage fashion design process

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD6003 Manage fashion design process

Modification History

Release 1. Supersedes and is equivalent to LMTFD6003B Manage fashion design process

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- researching and generating ideas to generate a design brief for one (1) of the following:
  - at least two (2) specialised garments
  - a small range, of 3–5 items, including at least one (1) specialised garment and one (1) complex garment
  - at least three (3) complex garments
- consulting with team members and facilitating process to determine appropriate concept for development
- coordinating and facilitating development of the design brief so it clearly conveys all guidelines for development of design concepts
- specifying communication protocols, determining monitoring procedures and checking points, and briefing design personnel to develop design concepts
- monitoring development to ensure budget and time constraints are met
- encouraging interchange of ideas/designs, facilitating development of design concepts, and assessing design process and outcomes
- communicating effectively with design and production personnel and client
- evaluating and finalising design concepts and gaining client ‘s agreement to develop design
- documenting design brief, development processes and outcomes, and filing and storing documentation according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards for garment construction
- elements and principles of design and how they are used to create good design in the fashion industry:
  - repetition

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  - gradation
  - rhythm
  - radiation
  - harmony
  - contrast
  - dominance
  - proportion
  - balance
  - unity
- fashion industry context, such as codes of practice, and global and local trends
- copyright obligations
- resource sources
- range of typical garment fabrics, including weight and other characteristics
- detailed knowledge of garment construction, marker making and cutting procedures
- detailed knowledge of a range of fabrics
- design concept development techniques and processes:
  - research
  - purchasing trips
  - teamwork
  - event participation
  - attendance at fashion shows
  - experimentation with fabrics, materials and designs
  - draping
  - adaptation of designs
  - inspiration boards
  - storyboards
  - use of models for original creation
  - adaptation of designs
  - interpretation of sketches within contexts related to single or multiple production styles and ranges
  - made-to-measure
  - theatre costuming
- expertise of personnel
- colour/colour mix and interpretation
- properties and characteristics of fabrics, fibres, trims and accessories
- fashion costing processes
- quality criteria and processes
- communication channels and tools:
  - sketches, drawings, illustrations and photographs
  - samples of fabrics and specifications

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  - written descriptions and rationale
  - multimedia forms, such as DVD
  - charts, diagrams and specification sheets
  - storyboards and inspiration boards
  - meetings
  - electronic communication tools
  - displays, demonstrations and events
  - mass media channels
- communication strategies:
  - effective verbal and non-verbal communication
  - oral, written and visual communication
  - active listening
  - positive language
  - recognising and adapting to cultural differences
  - negotiation and conflict resolution skills
- presentation, recording and reporting practices
- workplace procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in managing fashion design process, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFD6004 Manage advanced patternmaking processes

Modification History

Release 1. Supersedes and is equivalent to LMTFD6004B Manage advanced pattern making processes

Application

This unit of competency covers the skills and knowledge required to manage processes for patternmaking in high-volume production of complex or specialised garments.

The unit of competency applies to the development and implementation of patternmaking plans for complex or specialised production.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFD4013 Grade 2-D patterns

MSTFD5016 Grade complex patterns

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Manage preparations for patternmaking process**	2.1	Identify patternmaking methodologies
		2.2	Analyse critical measurements to derive patterns for unique body shapes, features and specialised garments
		2.3	Interpret design brief and specifications
		2.4	Determine patternmaking requirements and grading methodologies that will be applied
		2.5	Analyse critical paths
		2.6	Develop plan for implementing patternmaking process, and manage it according to design requirements
3	**Manage development of patterns**	3.1	Make preparations for the development of patterns and present patterns for implementation
		3.2	Confirm patterns for sampling and product development
		3.3	Implement and monitor all aspects of the patternmaking plan to ensure production and quality meet required standards
4	**Review and document patternmaking process**	4.1	Communicate with production team to finalise and assess the patternmaking process against the design brief
		4.2	Document all changes to patterns and describe formulas and methods
		4.3	Assemble all necessary documentation and prepare reports, where necessary

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4.4 Maintain records according to work procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards includes:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Specialised garments includes two or more of the following:	• special purpose garments (e.g. wetsuits and corsetry)
	• garments with advanced styling, such as:
	  • tailored suit
	  • eveningwear
	  • bridal wear
	  • couture
	  • stretch trousers

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- corsetry
- raglans
- kimonos
- overcoats
- theatrical costumes
- jackets
- capes

Patternmaking methodologies include one or more of the following:

- block methodologies (national and international)
- computer technologies
- pattern grading
- flat and draped patternmaking methodologies
- marker making

Critical measurements include one or more of the following:

- relevant for block and style development
- relevant for grading
- taken or calculated on the body
- taken or calculated on the garment

Critical paths include one or more of the following:

- resource availability
- timelines
- achieving delivery
- supply chain
- skill levels
- identifying constraints
- budget constraints
- production turnaround
- logistics (shipping and distribution)
- reporting

Monitor patternmaking plan includes one or more of the following:

- monitoring quality work practices
- identifying and rectifying production problems, faults and quality issues
- making changes and adjustments to patterns where necessary
- obtaining sign-off for patterns from authorised personnel
- completing or confirming grades, markers and instructions for manufacture
- managing observance of WHS requirements

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Methods and formulas include one or more of the following:	• deviations from standard patterns • sources of pattern components • pattern derivation methods and formulas • block construction methods and formulas • application of current industry practice

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD6004B Manage advanced pattern making processes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD6004 Manage advanced patternmaking processes

Modification History

Release 1. Supersedes and is equivalent to LMTFD6004B Manage advanced pattern making processes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- interpreting design brief and specifications for two (2) or more two specialised garments
- determining patternmaking requirements and grading methodologies that will be applied, and analysing critical paths
- managing collection of all appropriate data and communicating effectively with others to plan and implement patternmaking process
- implementing and monitoring all aspects of the patternmaking plan to ensure production and quality meet required standards
- communicating with production team to finalise and assess the patternmaking process against the design brief
- documenting all changes to patterns, describing formulas and methods, assembling all necessary documentation and preparing reports, where necessary
- maintaining records according to work procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- industry applications of patternmaking methodologies
- Australian size Standards
- workplace and customer size charts
- patternmaking methodologies:
  - block methodologies (national and international)
  - computer technologies
  - pattern grading
  - flat and draped patternmaking methodologies
  - marker making
- pattern development processes:

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  - selecting or developing suitable blocks
  - selecting or developing suitable style patterns for sampling and production
  - selecting or developing grade plans for the range
  - confirming specifications for blocks, style patterns and grade plans
  - preparing patterns
- communication processes
- cost efficiency in patternmaking
- computer-aided design (CAD) or manual grading systems
- marker making
- relevant work health and safety (WHS) legislation and codes of practice
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in managing advanced pattern making processes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFD6005 Drape structured over-garments

Modification History

Release 1. Supersedes and is equivalent to LMTFD6005B Drape structured over-garments

Application

This unit of competency covers the skills and knowledge required to perform structured draping for tailored over-garments, such as jackets and overcoats.

The unit of competency applies to work which requires special considerations to fit balance and inter-construction requirements of the jacket as an over-garment. Work includes partial flat pattern construction or blocks to complement the drape, such as with the development of sleeves and collars.

Draping may be for a one-off garment that goes from drape to garment, or a prototype that goes from drape to flat pattern for small volume production. Draping is performed on a body form, such as a mannequin or model.

Work is supervised and may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFD4021 Drape fabrics to make patterns

MSTFD5012 Perform contour draping

Competency Field

Fashion design and technology

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare drape structured over-garments**	2.1	Select and prepare draping tools and equipment and prepare work area
		2.2	Select body form that is one size larger than actual size and prepare by applying additional padding required of the design (e.g. shoulder pads)
		2.3	Mark body reference points with tape on body form
		2.4	Plot design lines from working drawings onto body form, using narrow tape
		2.5	Develop working drawings and check measurements
3	**Plan drape**	3.1	Prepare fabric for draping
		3.2	Identify requirements for adding ease and for manipulating dart excess
		3.3	Plan seam position and develop drape plan
4	**Perform structured draping operations**	4.1	Pin fabric on body, relating reference points and fabric grains
		4.2	Perform sequential structured draping operations
		4.3	Remove drape from model
		4.4	Consult with appropriate personnel, as required, and

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ensure quality work practices

4.5 Finalise drape and direct to next production process

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS requirements

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Structured over-garments include one or more of the following:

- collar
- lining
- creative and intricate styling
- jackets/overcoats with cut-on collars
- jackets/overcoats with set-in sleeves
- jackets/overcoats with volume-draped panels

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	• jackets/overcoats with cut-on sleeves, such as raglans and kimonos
Fabric includes one or more of the following:	• fabric of the final garment • a fabric that has the same handle or drape
Prepare fabric for draping includes the following:	• estimating dimensions of fabric pieces required for drape according to chosen design • identifying warp, weft and bias grain of fabric • identifying and assessing fabric handling qualities
Fabric handling qualities include the following:	• fall • stretch • stability • drape
Drape plan includes one or more of the following:	• adding fullness (pleats, tucks and gathers) • multiple darts/division of darts • symmetric and/or asymmetric design features • cowls, twists and knots
Structured draping operations include:	• moulding and manipulating fabric on body form according to the design, fit and design schematic • adding ease to allow for movement • incorporating fullness or volume, if required • smoothing and manipulating fabric over contours of over-garments and along sketch design lines • forming and pinning darts and seams to create pattern or construct garment • draping collars or built-up necklines according to the design • partially flat-constructing or designing cut-on or set-in sleeves then placing on the drape • pinning reference points • incorporating sleeve design into drape • preparing front, back and sleeve drapes for truing • performing truing

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD6005B Drape structured over-garments

Links

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Assessment Requirements for MSTFD6005 Drape structured over-garments

Modification History

Release 1. Supersedes and is equivalent to LMTFD6005B Drape structured over-garments

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- plotting design lines from working drawings onto body form, using narrow tape, developing working drawings and checking measurements
- preparing fabric for draping, identifying requirements for adding ease and for manipulating dart excess
- planning seam position and developing drape plan
- pinning fabric on body, relating reference points and fabric grains and performing sequential structured draping operations for a one-off garment that goes from drape to garment, and a prototype that goes from drape to flat pattern for small volume production
- removing drape from model, consulting with appropriate personnel as required and ensuring quality work practices
- finalising drape and directing to next production process.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards for patterns and garment construction
- principles and concepts of patternmaking
- customer and workplace requirements
- cost efficiency in relation to patternmaking
- range of typical garment fabrics, including weight and other characteristics
- partial flat pattern construction or blocks to complement the drape, such as with the development of sleeves and collars
- design schematics:
  - the design lines as depicted in the fashion illustration
  - design lines transferred onto the dress form using narrow tape
- marker making procedures
- cutting and garment construction

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- draping tools and equipment:
  - body form
  - narrow tape
  - shoulder pads
  - tape measure
  - pen/pencil
  - scissors
  - square rule
  - marker pens
  - hole punch
  - pins
  - fashion triangle
  - French curve
  - pattern notcher
  - weights
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in structured draping, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFD6006 Develop a fashion range

Modification History

Release 1. Supersedes and is equivalent to LMTFD6006B Develop a fashion range

Application

This unit of competency covers the skills and knowledge required to develop and present a fashion range of at least ten items to the client.

This unit of competency applies to design development and presentation of a fashion range based on an occasion, theme or storyline. Design concept development processes will be conducted according to workplace practices and procedures.

The fashion range developed must consist of at least ten garments.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Determine job requirements from specifications, job sheets or work instructions
2	**Prepare to develop a fashion range**	2.1	Review and check fashion range development brief and establish parameters of the project
		2.2	Clarify roles of the design team and research fashion range trends and relevant information, including availability of materials
		2.3	Analyse styles, colours, stories or themes of fashion ranges, and fabric selection availability and performance characteristics
		2.4	Identify supply chains for range development
		2.5	Obtain profile of target market, identify demographics and purpose of fashion range, and analyse current styles and fashion trends
3	**Develop initial concepts**	3.1	Develop concepts to identify range of possibilities
		3.2	Prepare a range of storyboard themes related to fabrics, theme, stories and colours
		3.3	Plan fashion range accessorising
		3.4	Select appropriate concepts for development in consultation with design team
4	**Develop fashion range**	4.1	Determine appropriate styles, trims and accessories for target market
		4.2	Research and confirm production feasibility
		4.3	Prepare artwork and provide drawings, specifications

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			and samples in appropriate format, and include any additional documentation required
		4.4	Prepare fashion range concepts and relevant support materials for presentation according to agreed presentation strategy
5	**Cost fashion range**	5.1	Check and confirm all items and resources required for range
		5.2	Calculate accumulated time to ascertain labour cost
		5.3	Obtain material costs from relevant sources and compare, where necessary, and then calculate total range design costs
		5.4	Negotiate amendments or modifications to range, as required, to ensure design is within budget
6	**Present fashion range**	6.1	Prepare materials and equipment to create an effective presentation
		6.2	Outline features and benefits of designs in a positive manner that encourages approval
		6.3	Include all development brief and workplace requirements in the presentation
		6.4	Produce records of sample and range development, including details of style, construction, fabrics, patterns, costs and grading
		6.5	Include all development brief details and workplace requirements in the presentation
		6.6	Maintain records, prepare reports and store completed documentation according to work practices

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS requirements

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Design brief details for a fashion range include the following:

- occasion, theme or storyline
- garment and range details
- target market
- end uses of product
- cost point
- production requirements
- timelines
- client requirements
- workplace requirements
- quality requirements
- style and feature requirements
- accessories

Parameters of the project include one or more of the following:

- occasion, theme or storyline
- team members
- chain of command

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	• timelines • budget constraints • reporting processes
Relevant information for developing a fashion range includes one or more of the following:	• customer requirements • work specifications • fashion reports and trade journals • stock records • summaries of materials, labour and overhead costs • organisation work procedures • organisational or external personnel • quality and Australian Standards and procedures
Purpose of fashion range includes one or more of the following:	• occasion • theme • style
Prepare artwork includes one or more of the following:	• manually • computer-aided design (CAD) system
Presentation strategy includes one or more of the following:	• illustrated talk • digital presentation • meeting with client • fashion event • trade display

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD6006B Develop a fashion range

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD6006 Develop a fashion range

Modification History

Release 1. Supersedes and is equivalent to LMTFD6006B Develop a fashion range

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- researching fashion range trends and other relevant information and generating ideas in response to a design brief
- developing concepts and storyboard themes, preparing artwork manually or using computer-aided design (CAD) systems, and detailing specifications and other relevant documentation, as required, in appropriate format
- determining appropriate styles, trims and accessories for target market, and researching and confirming production feasibility
- preparing detailed costings sheets, estimating all costs for garments in range and comparing to budget
- preparing and presenting range concepts, including at least ten (10) pieces, that meet all requirements of the design brief, and outlining features and benefits
- creating an effective presentation of the range, including records of sample and range development, details of style, construction, fabrics, patterns, costs and grading, and workplace requirements
- maintaining records, preparing reports and storing completed documentation according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- elements and principles of design and how they are used to create good design in the fashion industry
- fashion industry context, such as:
  - Australian Standards
  - codes of practice
  - global and local trends
  - copyright obligations

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    - resource sources
- range of typical garment fabrics, including weight and other characteristics
- garment construction, marker making and cutting procedures
- colour/colour mix and interpretation
- properties and characteristics of fabrics, fibres, trims and accessories
- identified demographics:
    - age
    - ethnicity
    - gender
- fashion costing processes
- design costs:
    - time
    - labour
    - materials
    - trims and accessories
    - overheads
    - fabrics
- accessories:
    - hats
    - scarfs
    - jewellery
    - shoes
    - bags
- presentation, recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in developing a fashion range at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD6007 Implement specialised patternmaking technologies

Modification History

Release 1. Supersedes and is equivalent to LMTFD6007B Implement specialised pattern-making technologies

Application

This unit of competency covers the skills and knowledge required to analyse and implement specialised patternmaking technologies.

The unit of competency applies to analysing workplace requirements to introduce or upgrade specialised patternmaking technologies, assess and implement appropriate technologies into the workplace, and manage the change process associated with the implementation.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to implement specialised patternmaking technologies**	2.1	Analyse and assess patternmaking technologies to prepare for future requirements
		2.2	Determine staff skills for implementation of new technologies
		2.3	Identify risks and obstacles relating to the proposed change
		2.4	Identify changes to current patternmaking principles and practices
		2.5	Confirm suppliers of patternmaking technologies and identify the initial and ongoing training and support they will provide
		2.6	Develop a patternmaking technology implementation plan, including objectives, timeframes, training and budget
3	**Implement patternmaking technologies**	3.1	Implement patternmaking technologies and adjust workplace practices according to implementation plan
		3.2	Delegate responsibilities and provide learning and development opportunities according to implementation plan
		3.3	Develop specifications and workplace practices for block development, patternmaking and pattern grading using the new technology
		3.4	Make support available to the workplace affected by implementation of the patternmaking technology
		3.5	Ensure WHS is observed during implementation of new technologies

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4	**Assess and finalise implementation process**	4.1	Monitor and supervise implementation of plan to ensure production and quality meet required standards of compliance
		4.2	Identify and rectify any production problems, faults and quality issues, and make changes and adjustments to procedures, where required
		4.3	Maintain records and prepare reports, where necessary
		4.4	Document all processes and technology outcomes and store according to workplace practices

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS requirements

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Assess patternmaking technologies includes one or more of the following:	• identifying and assessing national and international pattern-making technologies • analysing current workplace applications to assess efficiency and appropriateness of technologies • conducting software audits • assessing opportunities for upgrading current technologies • identifying future and unmet requirements for pattern-making technologies
Patternmaking technologies includes one or more of the following:	• computer-aided design (CAD) systems • body scanners • specification and technical drawing software • grading and size table development software • 3-D avatars and fitment software • Icon technology
Software audits include one or more of the following:	• key audits • systems management audits
New technologies include one or more of the following:	• technology which is new to the workplace • new aspects of currently used technology (i.e. upgraded technologies) • hardware or software components

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD6007B Implement specialised pattern-making technologies

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD6007 Implement specialised patternmaking technologies

Modification History

Release 1. Supersedes and is equivalent to LMTFD6007B Implement specialised pattern-making technologies

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) and safe work practices
- applying relevant standards
- assessing patternmaking technologies, workplace requirements for new technologies, staff training requirements and risks, and obstacles and challenges relating to the proposed change
- developing a patternmaking technology implementation plan, including objectives, timeframes, training and budget
- managing change and implementation of new patternmaking technologies, and monitoring process to achieve quality and production output requirements, on at least two (2) occasions
- ensuring work health and safety (WHS) practices in work operations and providing support to the workplace affected by implementation of the patternmaking technology
- rectifying any production problems, faults and quality issues and making changes and adjustments to procedures, where required
- maintaining records and preparing reports, where necessary
- document all processes and technology outcomes and storing according to workplace practices.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- change management
- Australian size Standards
- workplace and customer size charts
- patternmaking and the development of a pattern
- cost-efficiency in patternmaking
- patternmaking principles and methodologies
- patternmaking technologies, such as:

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  - CAD systems
  - body scanners
  - specification and technical drawing software
  - grading and size table development software
  - 3-D avatars and fitment software
  - icon technology
- grading of patterns
- block construction
- new patternmaking technologies
- relevant work health and safety (WHS) legislation and codes of practice
- problem solving
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in implementing specialised pattern making technologies, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD6008 Apply studio processes to create and produce designs for commercial production

Modification History

Release 1. Supersedes and is equivalent to LMTFD6008B Apply studio processes to create and produce designs for commercial production

Application

This unit of competency covers the skills and knowledge required to apply studio processes to identify and explore commercial opportunities for the design and development of fashion designs.

The unit of competency applies to integrating skills across the design and production process, and focuses on the development and production of a fashion design to achieve commercial and design objectives.

Studio processes are to be applied in an iterative manner to accommodate experimentation and continual improvement in order to achieve desired design effects.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for commercial design and production**	2.1	Research national and international fashion trends, production trends and industry practices to guide design directions
		2.2	Determine commercial and design objectives of the workplace and analyse commercial success of previous fashion products to assess relevance for design directions
		2.3	Conduct and analyse market research to inform development of design directions
		2.4	Access and apply information on design techniques and processes used to achieve desired effects, as required throughout design and development processes to improve product
3	**Create design brief**	3.1	Identify and scope commercial opportunities for fashion designs
		3.2	Explore and clarify design directions with appropriate personnel
		3.3	Develop design brief as an iterative process to generate ideas and design direction.
		3.4	Conduct initial testing with appropriate personnel and market research activities to confirm design brief and specifications for development

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		3.5	Conduct ongoing testing and review design brief through development of sample products
4	**Undertake design and production process**	4.1	Identify preliminary concept options, discuss with client or workplace design team and evaluate options against design brief specifications
		4.2	Apply principles and elements of design to experiment with design concepts
		4.3	Use selection processes to evaluate and refine concept options and scope out preliminary design concepts to present to client
		4.4	Present design concept to client and apply client's feedback to modify and improve design
		4.5	Scope production requirements and make preparations for production
		4.6	Identify sequence of operations and complete requirements to develop and confirm design pattern
		4.7	Complete required actions to produce finished fashion product
5	**Review design and production processes**	5.1	Assess finished product against quality criteria, design specifications and design brief
		5.2	Evaluate design to identify opportunities for improvement
		5.3	Analyse and evaluate production process to identify opportunities for improvement
		5.4	Document process and improvements
		5.5	Plan to present final product to client or appropriate personnel
6	**Present finished product to client**	6.1	Prepare finished product for presentation
		6.2	Select accessories, fabric examples and components to convey range and style options of design

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6.3	Select model, as required
6.4	Organise presentation of finished product
6.5	Seek client response and assess for improvement possibilities
6.6	Assess further production and business opportunities

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS requirements
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Market research includes one or	• analysis of target market characteristics

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more of the following:	• sample testing • discussions with retailers and suppliers • discussions with staff and management • review of media portrayals • review of fashion shows • review of current pricing strategies and price points of products
Scoping includes one or more of the following:	• target market • features and benefits • timing • economic and social expectations • scale of production
Appropriate personnel include one or more of the following:	• managers and directors • trainer/mentor • designers • patternmakers • production supervisors • business development staff • marketing and sales staff • retailers and suppliers • clients • end users/target market
Design studio iterative process to develop ideas and design direction includes the following:	• generation • development • testing • analysis • improvement
Design brief includes one or more of the following:	• two or more specialised garments • a small range of 3–5 items, including at least one advanced styling garment and one complex garment • three or more complex garments •
Selection processes include one or more of the following:	• checking against design brief • discussing with appropriate personnel • testing with target market

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	• testing with production team • discussing with patternmaker • testing with sales and marketing professionals
Experiment with design concepts includes one or more of the following:	• scope out preliminary concepts using sketches, illustrations, models, samples, fibres and fabrics • use selected criteria and processes to evaluate design concepts by self and others • assess feedback and analysis for potential to improve design concept • use further experimentation to develop design concepts • select concepts for presentation and testing with appropriate personnel
Present design concept includes the following:	• using communication tools to present design concept • emphasising features and benefits of design concepts • encouraging and promoting acceptance of design concept • assessing and responding to client response • modifying design concept and improving where possible
Preparations for production include the following:	• identifying all components required for production • identifying technical aspects of production • completing specification sheet to guide production • identifying and sourcing resources and production requirements • developing production plan to guide production • confirming production plan with client
Sequence of pattern operations includes the following:	• selecting pattern base to meet design brief • modifying pattern base to create patterns that meet design requirements and specifications • making pattern according to industry standards, including industry markings and lay plans • creating toile to test accuracy of pattern and design effect • confirming pattern against design specifications

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Produce finished fashion product includes the following:	• preparing workplace according to WHS practices • preparing materials and resources • cutting fabric according to pattern directions • sewing product according to specifications • finishing product according to specifications

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD6008B Apply studio processes to create and produce designs for commercial production

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD6008 Apply studio processes to create and produce designs for commercial production

Modification History

Release 1. Supersedes and is equivalent to LMTFD6008B Apply studio processes to create and produce designs for commercial production

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- researching national and international fashion trends, production trends and industry practices, and conducting and analysing market research, to inform development of design directions
- developing design brief for one (1) of the following:
  - two (2) or more specialised garments
  - a small range of 3–5 items, including at least one (1) advanced styling garment and one (1) complex garment
  - three (3) or more complex garments
- developing design brief and iterative process to generate ideas and design direction, and conducting initial testing with appropriate personnel and market research activities to confirm design brief and specifications for development
- identifying preliminary concept options, using selection processes to evaluate and refine concept options, and scoping out preliminary design concepts to present to client
- identifying sequence of operations, developing and confirming design pattern, and completing required actions to produce finished fashion product
- assessing finished product against quality criteria, design specifications and design brief, and identifying opportunities for improvement
- analysing and evaluating production process and documenting process and improvements
- organising presentation to client, including all necessary materials to present fashion product, seek client response and assess future commercial opportunities
- documenting processes and maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)

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- Australian Standards for patterns and garment construction
- design, pattern making and fashion production tools, equipment and processes
- communication skills and tools
- elements and principles of design and how they are used to create good design in the clothing industry
- information sources and requirements for design and production
- garment construction
- fabrics, fibres, trims and accessories, and their properties and characteristics
- communication tools:
  - inspiration board
  - storyboard
  - research information
  - multimedia tools
  - print and audio tools
  - demonstration or exhibition
- quality criteria:
  - proportion
  - perspective
  - symmetry and balance
  - detailing
  - neatness
- commercial practices in fashion design development
- presentation skills:
  - effective verbal and non-verbal communication
  - active listening
  - use of appropriate communication tools
  - positive language
  - clear statement of main points
  - interpersonal communication skills
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in design studio processes, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFD6009 Analyse fashion industry textiles to guide commercial development

Modification History

Release 1. Supersedes and is equivalent to LMTFD6009B Analyse fashion industry textiles to guide commercial development

Application

This unit of competency covers the skills and knowledge required to research and analyse textiles used in the fashion and clothing industries, and make recommendations to guide the commercial development of fashion products.

The unit of competency applies to individuals who need to make recommendations to guide commercial development of materials and products on aspects, such as quality, processing, finish, use, properties or performance. The unit of competency applies to working with raw materials, partially finished and finished fashion products.

Work is performed in line with a broad plan or strategy and workplace practices. Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Fashion design and technology

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to analyse fashion industry textiles**	2.1	Establish research objectives, criteria for research and develop a research plan
		2.2	Research textiles used in fashion products to determine properties, qualities, aesthetic and performance characteristics
		2.3	Investigate new and emerging textiles and textile processing techniques
		2.4	Research global and domestic trends in using textiles for fashion products
		2.5	Use a range of routine and non-routine tests to gather data on textiles
3	**Research fashion products**	3.1	Identify fashion products or uses incorporating researched textiles
		3.2	Research quality and performance characteristics of a sample range of partially completed or finished fashion products
		3.3	Identify factors influencing quality of fashion products and examine product faults
		3.4	Research global and domestic implications for use of fashion products
		3.5	Use a range of routine and non-routine tests to gather data on fashion product quality

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4	**Analyse findings of textile research**	4.1	Analyse research findings against research objectives and criteria, and prioritise according to significance
		4.2	Review methodology to identify any potential influences on findings
		4.3	Analyse findings to establish potential contributions to commercial developments
		4.4	Take into account intellectual property and ethical practice to select findings with most potential for further review
5	**Evaluate and finalise research into fashion industry textiles**	5.1	Analyse features and benefits of selected findings
		5.2	Analyse disadvantages or risks associated with selected findings
		5.3	Develop recommendations on how findings can be used for commercial gain
		5.4	Document research findings and recommendations
		5.5	Check data for accuracy and relevance, and prepare a report for presentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs

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- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS requirements

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Research criteria includes:

- scope of research
- required documentation
- required research verification
- research methodologies
- timing
- commercial constraints or requirements

Fashion textiles include one or more of the following:

- natural fibres, such as cotton, wool, silk and linen
- synthetic fibres, such as polyamide and polyester, acrylic, lycra, rayon and acetate
- natural and synthetic single-yarn fabrics and blends, including:
  - knitted fabrics, such as weft knits and warp knits
  - woven fabrics, such as plain, twill, satin, dobby, jacquard and pile
  - non-woven fabrics, such as felts, nets, braids, bonded and composite
- emerging smart fabrics
- raw materials
- new and emerging textiles
- yarn

Reports include one or more of the following:

- report format that meets work requirements
- formal structure with relevant headings
- report content, including:
  - text

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- graphs
- charts
- tables
- diagrams

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFD6009B Analyse fashion industry textiles to guide commercial development

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFD6009 Analyse fashion industry textiles to guide commercial development

Modification History

Release 1. Supersedes and is equivalent to LMTFD6009B Analyse fashion industry textiles to guide commercial development

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- researching textiles used in fashion products to determine properties, qualities, aesthetic and performance characteristics
- investigating new and emerging textiles and textile processing techniques, and global and domestic trends in using textiles for fashion products
- using a range of routine and non-routine tests to gather data on at least ten (10) different textiles, including smart fabrics and new and emerging textiles
- using a range of routine and non-routine tests to gather data on fashion product quality and performance of at least five (5) partially completed or finished fashion products
- analysing features and benefits, disadvantages or risks associated with selected findings
- identifying opportunities and making recommendations on how findings can be used for commercial gain, taking account of intellectual property and ethical practice requirements
- documenting research findings and recommendations, and presenting a report, according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian standards
- sources of information
- qualities of textiles:
  - firmness
  - softness
  - hand
  - weight
  - grain or gauge
  - drape

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    - porosity
    - covering power
    - count
    - light penetration
    - environmental safety
- range of material for testing:
    - raw materials
    - partially finished fashion products
    - finished fashion products
- performance characteristics of textiles:
    - stretch
    - abrasion
    - wearability
    - absorbency
    - durability
    - elasticity
    - heat sensitivity
    - flammability
    - shrink resistance
    - ease of care
    - drape quality
    - colour fastness
    - creep
    - strength
    - recycling
- commercial relevance or objectives for research
- research methodology
- routine testing procedures:
    - visual checking
    - colour matching
    - weighing
    - height/weight/thickness measuring
    - moisture measuring
    - measuring rubbing fastness
    - stretch
    - wear
    - cracking
    - colour
    - gloss
    - softness

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  - handle
  - texture
  - light and colour fastness
  - heat fastness
  - tensile characteristics
  - flexibility
- non-routine testing procedures:
  - tests performed in a laboratory environment to laboratory level standards
  - destructive testing
- relevant work health and safety (WHS) legislation, codes of practice, copyright obligations, policies and procedures
- intellectual property (IP) and ethical practice
- quality practices
- workplace practices
- recording and report writing practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in textile analysis and research for commercial development, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP1001 Embellish footwear

Modification History

Release 1. Supersedes and is equivalent to LMTFP1001B Embellish footwear

Application

This unit of competency covers the skills and knowledge required to embellish footwear using a variety of hand and machine techniques.

The unit of competency applies to work in a supervised environment and is suitable for use in a VET in Schools program or where access to volume production and commercial machines and processes is not an option.

The unit of competency requires the application of skills associated with problem solving and planning and organising to prepare for and undertake embellishment of footwear. Ability to use simple technology will also be required. Self-management skills are required to meet quality standards.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job**	1.1	Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to embellish footwear**	2.1	Select footwear and type of embellishment
		2.2	Determine embellishment specifications
		2.3	Identify methods of embellishing by hand or machine and determine sequencing of operations
		2.4	Identify and prepare required materials, tools and equipment
		2.5	Set up work area and seating according to WHS practices
3	**Embellish footwear**	3.1	Embellish footwear by hand or machine
		3.2	Use and maintain tools and equipment according to WHS practices
		3.3	Identify any faults and take appropriate action to comply with quality standards
		3.4	Finish footwear according to specifications and workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Types of embellishment include three or more of the following:

- decorative finishes that add to the design and create features, such as:
- buttons
- sequins
- rhinestones
- diamantes
- bows
- buckles
- puff paint
- punch work on leather
- feathers

Specifications include one or more of the following:

- size, including length and width
- colour
- stitch type and size
- types and use of adhesives

Materials include one or more of the following:

- adhesives, such as:
  - polyurethane adhesives

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- solvent-based spray finishes
- fabrics, such as satin, silk, taffeta and lace
- ribbons
- beads
- buckles
- leather

Finishing includes one or more of the following:

- trimming loose threads
- checking
- spraying
- cleaning
- polishing
- hand or machine sewing buckles
- inserting heel cushion pads
- attaching labels
- pairing up
- boxing

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, including one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP1001B Embellish footwear

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Links

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Assessment Requirements for MSTFP1001 Embellish footwear

Modification History

Release 1. Supersedes and is equivalent to LMTFP1001B Embellish footwear

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- identifying materials and specifications to embellish footwear
- sequencing embellishment operations
- embellishing footwear using at least three (3) types of embellishment according to specifications
- using materials, tools and equipment safely and according to workplace procedures
- checking and rectifying faults
- finishing footwear and checking embellishment meets quality standards.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- materials used, including fabrics adhesives, solvents, abrasives and safety requirements for their use
- embellishment tools and equipment:
  - cutting board
  - scissors
  - knives
  - sewing machines
  - paintbrushes
  - hole punches
  - leather tool making equipment
- types of embellishment
- finishing procedures
- quality standards and practices
- component handling procedures
- workplace procedures.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in embellishing footwear, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP2001 Identify materials used in footwear production

Modification History

Release 1. Supersedes and is equivalent to LMTFP2001B Identify materials used in footwear production

Application

This unit of competency covers the skills and knowledge required to identify and describe materials used in the production of footwear.

The unit of competency applies to identifying a range of materials used in the footwear industry and their uses. Materials include natural and synthetic materials, adhesives and components.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Identify characteristics of**	1.1 Identify types and sources of materials used in footwear production

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	footwear materials	1.2	Identify characteristics and uses of materials
		1.3	Identify handling and care requirements for materials
		1.4	Identify work health and safety (WHS) practices and workplace procedures relevant to materials uses
		1.5	Identify generic and trade names for materials
2	**Identify performance of materials for footwear**	2.1	Distinguish physical properties and performance characteristics of various materials
		2.2	Identify common faults, problems and surface defects of materials
		2.3	Identify workplace quality practices relating to faults, problems and surface defects
		2.4	Identify types of surface finishes used on materials
		2.5	Identify workplace quality practices relating to faults, problems and surface defects.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for

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	maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Leathers include five or more of the following:	• calf • cow hide • kid • goat • buffalo • kangaroo • reptile • sheep • ostrich • emu • pig
Adhesives include five or more of the following:	• polyurethane adhesives • rubber cement • methyl ethyl ketone • halogenation solvent • dichloromethane • petrol • methylated spirits • solvent-based spray finishes • solvent-based emulsions
Other materials include five or more of the following:	• satin • silk • taffeta • rubber • cork • metal • synthetics • thermo plastic rubber

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Characteristics include one or more of the following:	• stretch • size • grain • nap • substance • properties and uses of different types of hides and leathers • hair follicle patterns of leather
Performance characteristics include one or more of the following:	• stretch • abrasion • wearability • absorbency • durability • elasticity • heat sensitivity • shrink resistance • strength
Faults, problems or defects include one or more of the following:	• marks • scars • cuts

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP2001B Identify materials used in footwear production

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP2001 Identify materials used in footwear production

Modification History

Release 1. Supersedes and is equivalent to LMTFP2001B Identify materials used in footwear production

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- identifying at least five (5) different leather materials used within footwear industry
- identifying at least five (5) different adhesives and chemicals used within footwear industry
- identifying at least five (5) examples of non-leather materials used for footwear
- identifying characteristics of at least five (5) footwear materials and their handling and care requirements
- distinguishing performance of footwear materials
- identifying finishing practices for footwear materials
- identifying common faults, problems and surface defects of footwear materials and how to deal with them
- recognising quality features of footwear materials.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- types of leather used in footwear production
- handling procedures for materials
- characteristics and performance of leathers, fabrics use and other materials used in footwear industry
- common faults, problems and surface defects of footwear materials, and how to deal with them
- workplace procedures required for working with footwear materials
- quality standards for footwear materials.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in identifying materials used in footwear production, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFP2002 Perform stuff cutting

Modification History

Release 1. Supersedes and is equivalent to LMTFP2002B Perform stuff cutting

Application

This unit of competency covers the skills and knowledge required to assess and cut different qualities and types of materials.

The unit of competency applies to the assessment and cutting of various materials to specifications and workplace quality standards using limited discretion, initiative and judgement, and working to defined procedures and methods on the job in own work.

It involves stuff cutting operations using a range of materials, including ethylene-vinyl acetate (EVA) foam, fibreboard, resin and synthetics. It requires some work positioning assisted by machine guide or work marker.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to cut stuff**	2.1	Set up workstation to reflect specifications and to achieve operator comfort and minimise fatigue
		2.2	Clean and maintain machines and cutting board and check for irregularities
		2.3	Regularly check striker plate for distortion and damage and report irregularities.
		2.4	Assess materials and grade against specifications
		2.5	Check various types and finish of synthetics and fabrics according to work ticket
		2.6	Sort materials according to colour, shade and specifications
3	**Cut materials**	3.1	Use knives and patterns to gain optimal materials use against workplace quality standards
		3.2	Start up and shut down machines according to safety regulations
		3.3	Select knives according to job specifications and size requirements and use according to WHS practices
		3.4	Adjust pressures on press to knife size and shape
		3.5	Cut parts to workplace quality standards in relation to material flaws
		3.6	Select individual pairs and colour and grain match to workplace quality standards

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		3.7	Cut pairs to achieve best yield according to appropriate allowance
		3.8	Identify distortions and defects on press cutting knives, dies and cutting boards and take appropriate action
4	**Check finished product**	4.1	Check finished product against workplace quality standards
		4.2	Record faults
		4.3	Maintain work records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP2002B Perform stuff cutting

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP2002 Perform stuff cutting

Modification History

Release 1. Supersedes and is equivalent to LMTFP2002B Perform stuff cutting

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing workstation and work before commencing operations
- applying cutting techniques to at least five (5) different footwear materials
- operating cutting machines and using cutting boards with a variety of footwear materials
- obtaining maximum yield and achieving workplace quality standards
- undertaking general maintenance of machines
- meeting work specifications and applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- range of footwear materials, including ethylene-vinyl acetate (EVA), foam, fibreboard, resin and synthetics
- range of fabrics and their directional strength and stretch
- relevant machines and principles in use of cutting boards
- materials flaws of leather, including veins, growth marks, ticks and scars
- quality standards and practices
- safety and environmental aspects of relevant product assembly processes
- WHS practices, including hazard identification and control measures
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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- have vocational competency in performing stuff cutting, at least to the level being assessed, with relevant industry knowledge and experience.

- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFP2003 Cut printed materials by machine

Modification History

Release 1. Supersedes and is equivalent to LMTFP2003B Cut printed materials by machine

Application

This unit of competency covers the skills and knowledge required to cut uniform synthetics and printed leathers using machines, knives and interlocking knives.

The unit of competency applies to cutting uniform leather or synthetic materials that have been treated or printed to achieve a uniform finish, and to meet specifications and workplace quality standards. It involves the limited application of discretion, initiative and judgement while working to defined procedures and methods.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to cut printed materials by machine**	2.1	Prepare workstation and work before commencing operations
		2.2	Assess materials against job specifications
		2.3	Check various types and finishes of materials according to work ticket
		2.4	Sort materials according to colour and shade and other specifications
3	**Carry out minor maintenance safely**	3.1	Start up and shut down machines according to safety regulations
		3.2	Regularly clean cutting board, turn and maintain
		3.3	Regularly check striker plate for distortion and damage and report irregularities
4	**Cut linings and components from materials by press or hand**	4.1	Select knives according to job specifications and size requirements and use according to WHS practices
		4.2	Adjust pressures on press to knife sizes and shapes
		4.3	Follow work ticket specifications according to pairs and pieces
		4.4	Cut parts to workplace quality standards in relation to material flaws
		4.5	Select individual pairs, colour and grain match to workplace quality standards
		4.6	Cut pairs to achieve best yield according to appropriate allowance

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		4.7	Identify distortions and defects on press cutting knives, dies and cutting boards, and take appropriate action
5	**Check finished product**	5.1	Check finished product against workplace quality standards
		5.2	Address faults
		5.3	Maintain required records of work

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Machines include one or more of the following:	• swing beam press • full beam press • travelling head press • automated press
Knives include one or more of the following:	• clicking knives • cutting knives • interlocking knives

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP2003B Cut printed materials by machine

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP2003 Cut printed materials by machine

Modification History

Release 1. Supersedes and is equivalent to LMTFP2003B Cut printed materials by machine

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing workstation and work before commencing operations
- checking work against specifications and workplace procedures
- sorting material according to colour, shade and other specifications
- operating required cutting machines and using cutting boards on at least five (5) occasions to cut matching pairs on a range of printed materials
- taking appropriate action to identify distortions and defects on press cutting knives, dies and cutting boards
- obtaining maximum yield of matching pairs and achieving quality standards of the workplace
- undertaking general maintenance of machines
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- range of materials and their directional strength and stretch
- relevant machines and principles in use of cutting boards
- appropriate uses of cutting knives
- flaws of leather, including veins, growth marks, ticks and scars
- machine routine maintenance requirements
- quality standards and practices
- safety and environmental aspects of relevant product assembly processes
- workplace procedures.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in cutting printed footwear materials by machine, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP2004 Cut non-printed leather by machine

Modification History

Release 1. Supersedes and is equivalent to LMTFP2004B Cut non-printed leather by machine

Application

This unit of competency covers the skills and knowledge required to cut non-uniform and non-printed leathers using machines, knives and interlocking knives.

The unit of competency applies to the cutting of irregular and non-uniform leather materials leather that is printed, oily-finished, raw surfaced or non-uniform in texture and finish, to meet specifications and workplace standards. It involves the application of discretion, initiative and judgement while working to defined procedures and methods.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with standard operating procedures (SOPs)
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to cut non-printed leather**	2.1	Prepare workstation and work before commencing operations
		2.2	Assess materials against job specifications
		2.3	Check various types and finishes of materials according to work ticket
		2.4	Handle and visually inspect materials, sort according to colours, shades and finish, and store materials that cannot be matched
3	**Carry out minor maintenance safely**	3.1	Start up and shut down machines according to safety regulations
		3.2	Regularly clean cutting board, turn and maintain
		3.3	Regularly check striker plate for distortion and damage and report irregularities
4	**Cut linings and components from materials by press or hand**	4.1	Select knives according to job specifications and size requirements and use according to WHS practices
		4.2	Adjust pressures on press to knife sizes and shapes
		4.3	Follow work ticket specifications according to pairs and pieces
		4.4	Cut parts to workplace quality standards in relation to materials flaws and acceptable levels of matching of irregular and non-uniform finishes
		4.5	Make decisions about individual pairs based on colour and grain approximation according to workplace quality standards

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		4.6	Cut pairs to achieve best yield according to appropriate allowance and best matching of materials
		4.7	Identify distortions and defects on press cutting knives, dies and cutting boards, and take appropriate action
5	**Check finished product**	5.1	Check finished product against workplace quality standards
		5.2	Take necessary action to address failure to meet quality standards, according to workplace procedures
		5.3	Maintain required records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Machines include one or more of the following:	• swing beam press • full beam press • travelling head press • automated press
Knives include one or more of the following:	• clicking knives • cutting knives • interlocking knives

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP2004B Cut non-printed leather by machine

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP2004 Cut non-printed leather by machine

Modification History

Release 1. Supersedes and is equivalent to LMTFP2004B Cut non-printed leather by machine

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing workstation and work before commencing operations
- checking work against specifications and workplace procedures
- sorting material according to colour, shade and other specifications
- visually inspecting and deciding best match of materials
- operating required cutting machines and using cutting boards at least five (5) times to cut matching pairs in a range of non-printed leather materials
- obtaining maximum yield and achieve quality standards of the workplace
- taking appropriate action to address faults
- undertaking general maintenance of machines
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- range of materials and their directional strength and stretch
- relevant machines and principles in use of cutting boards
- appropriate uses of cutting knives
- flaws of leather, including veins, growth marks, ticks and scars
- machine routine maintenance requirements
- quality standards and practices
- safety and environmental aspects of relevant product assembly processes
- workplace procedures.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in cutting non-printed leather by machine, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP2005 Operate machine to sew upper

Modification History

Release 1. Supersedes and is equivalent to LMTFP2005B Operate machine to sew upper

Application

This unit of competency covers the skills and knowledge required to align and sew uppers.

The unit of competency applies to loading, guiding and unloading machines to sew shoe uppers. Sewing involves basic sewing techniques, such as sewing in straight lines and using one type of material.

Basic sewing techniques include using manual and computerised sewing machines where the positioning of the work may be controlled by machine guide or work marker, and where there is uncomplicated feeding of material.

Work is conducted according to defined procedures and methods.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to sew upper**	2.1	Check work bundle, assess quality of component parts and lay out work pieces in correct sequence
		2.2	Set up workbench and seating to achieve operator comfort and minimise fatigue
		2.3	Clean and check machine, and adjust machine settings according to manufacturer instructions and specifications for work
		2.4	Select threads according to specifications, check needle types and attachments, and change parts and worn needles as necessary
		2.5	Set stitch length, set up tension and test against specifications
		2.6	Test machine for correct operation
3	**Perform machine sewing**	3.1	Select pieces according to size, colour and style
		3.2	Accurately position materials and sew uppers to achieve required specifications
		3.3	Machine seams to achieve specific results and trim threads
		3.4	Regularly check performance of machine for signs of faulty performance and take follow-up action to address faulty machine performance

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4	**Conduct final quality check and despatch work**	4.1	Check final product to ensure workplace quality requirements are met
		4.2	Address production faults according to workplace procedures
		4.3	Bundle uppers, stack and store or despatch
		4.4	Record production faults as required
		4.5	Complete work records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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include:

Operations include:

- lining stitching
- back seaming
- binding
- bar tacking

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP2005B Operate machine to sew upper

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP2005 Operate machine to sew upper

Modification History

Release 1. Supersedes and is equivalent to LMTFP2005B Operate machine to sew upper

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing workstation and work before commencing operations
- checking work against ticket information, quality requirements and workplace procedures
- handling, receiving and assembling uppers
- applying machining techniques on at least five (5) upper pairs
- operating at least one (1) type of machine where the positioning of the work is controlled by machine guide or work marker
- monitoring machine performance
- taking appropriate action to address faults
- packing, storing and despatching work according to workplace procedures
- applying work health and safety (WHS) practices in work operations
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- machining techniques where the positioning of the work may be controlled by machine guides or work markers or where there is uncomplicated feeding of material
- machine operating procedures
- characteristics of typical leathers, fabrics, threads and other materials used in assembly and machining of uppers
- signs of faulty performance and appropriate actions to redress faults
- quality standards and practices
- handling, storage and despatch practices
- WHS and environmental aspects of relevant upper assembly and machining processes
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in operating machine to sew upper, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP2006 Machine upper according to product requirements

Modification History

Release 1. Supersedes and is equivalent to LMTFP2006B Machine upper according to product requirements

Application

This unit of competency covers the skills and knowledge required to machine uppers according to product requirements.

The unit of competency applies to loading, guiding and unloading a range of machine types to sew shoe uppers. It includes guided and freehand sewing. Sewing includes corners, curves, complex shapes, and contouring and joining of different materials. Sewing techniques include those where the positioning, feeding and handling of work pieces involves discretional changes, contouring or critical stopping points, or involving the special handling skills required to accommodate variations in materials and meet product requirements.

Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFP2005 Operate machine to sew upper

Competency Field

Footwear production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to sew upper**	2.1	Check work bundle, assess quality of component parts and lay out work pieces in correct sequence
		2.2	Set up workbench and seating to achieve operator comfort and minimise fatigue
		2.3	Clean and check machine, and adjust machine settings according to manufacturer instructions and specifications for work
		2.4	Select threads according to specifications, check needle types and attachments, and change parts and worn needles as necessary
		2.5	Set stitch length, set up tension and test against specifications
		2.6	Test machine for correct operation
3	**Perform machine sewing**	3.1	Select pieces according to shape, size, colour and style
		3.2	Accurately position materials to achieve required specifications, including quality and to minimise stretch
		3.3	Sew corners, curves, complex shapes, and contouring and joining of different materials
		3.4	Handle work pieces involving discretional changes, contouring or critical stopping points and variations in materials, according to specifications and workplace

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			procedures
		3.5	Machine seams to achieve specific results and trim threads
		3.6	Regularly check performance of machine for signs of faulty performance and take follow-up action to address faulty machine performance
4	**Conduct final quality check and despatch work**	4.1	Bundle uppers and component parts, stack and store or despatch
		4.2	Address production faults according to workplace procedures
		4.3	Bundle uppers, stack and store or despatch
		4.4	Record production faults as required
		4.5	Complete work records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output

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	• housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Operations include one or more of the following:	• lining stitching, back seaming, binding and bar tacking • guided and freehand sewing • working with a range of materials and shapes

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP2006B Machine upper according to product requirements

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP2006 Machine upper according to product requirements

Modification History

Release 1. Supersedes and is equivalent to LMTFP2006B Machine upper according to product requirements

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing workstation and work before commencing operations
- checking work against ticket information, quality requirements and workplace procedures
- loading, guiding and unloading one or more types to sew shoe uppers
- applying machining techniques on at least (5) five upper pairs, involving sewing corners, curves, complex shapes, and contouring and joining of different materials
- operating one (1) or more of relevant machines in the workplace
- monitoring machine performance
- taking appropriate action to address faults
- packing, storing and despatching work according to workplace procedures
- applying work health and safety (WHS) practices in work operations
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- one or more of relevant machines in the workplace
- the loading, guiding and unloading techniques of a range of machine types to sew shoe uppers
- upper assembly processes and machines requiring the positioning, feeding and handling of work pieces
- techniques for accurately sewing complex shapes, around corners, curves and contouring
- guided and freehand sewing procedures for the range of relevant machines
- machine operating procedures
- characteristics of typical leathers, fabrics, threads and other materials used in basic assembly and machining of uppers

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- signs of faulty performance and appropriate action to redress faults
- quality standards and practices
- handling, storage and despatch practices
- WHS and environmental aspects of relevant upper assembly and machining processes
- workplace procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in machining uppers, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP2007 Last shoe by machine

Modification History

Release 1. Supersedes and is equivalent to LMTFP2007B Last shoe by machine

Application

This unit of competency covers skills and knowledge required to last shoes.

The unit of competency applies to the lasting shoes using machine operations which may involve more than one type of machine, operation or process to meet product specifications. It includes the limited use of discretion, initiative and judgement for setting and adjusting machines to meet specifications.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to last shoe by machine**	2.1	Check work bundle, assess quality of component parts and lay out work pieces in correct sequence
		2.2	Set up workbench and seating to achieve operator comfort and minimise fatigue
		2.3	Clean and check machine, and adjust machine settings according to manufacturer instructions, operator skill and specifications for work
		2.4	Make adjustments to machine in relation to heat, pressure for pulling and for lasting time, and monitor lasting machine for correct operations
3	**Perform lasting process**	3.1	Position upper precisely on machine and guide through pulling and lasting operations
		3.2	Check correct operations and adjust settings to obtain specified quality outcomes and to reflect construction techniques
		3.3	Monitor lasting machine for correct operations
		3.4	Check performance of machine for signs of faulty operations and address faults according to workplace procedures
4	**Conduct final quality check and despatch work**	4.1	Assess completed work against quality specifications
		4.2	Bundle work, stack and store or dispatch.
		4.3	Record production faults, as required
		4.4	Complete work records

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Machines include one or more of the following:	• toe laster • side laster • seat laster • seat and side laster • forepart laster • force lasting machine

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP2007B Last shoe by machine

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Links

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Assessment Requirements for MSTFP2007 Last shoe by machine

Modification History

Release 1. Supersedes and is equivalent to LMTFP2007B Last shoe by machine

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing workstation and work before commencing operations
- checking work against ticket information, quality requirements and workplace procedures
- operating lasting machine and setting machine to meet production requirements
- positioning upper precisely on machine and guiding through pulling and lasting operations
- making adjustments to machine in relation to heat, pressure for pulling and for lasting time, and monitoring lasting machine for correct operations
- operating more than one (1) type of machine or operating a complex machine or process to create at least five (5) lasts
- monitoring machine performance and product quality
- taking appropriate action to address machine faults and product quality
- packing, storing and despatching work according to workplace procedures
- applying work health and safety (WHS) practices in work operations
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- machine operations requiring the positioning, feeding and handling of work pieces
- procedures for single or multiple machine operations and processes
- characteristics of typical leathers and how to make allowances for variations
- signs of faulty performance and appropriate action to redress faults
- quality standards and practices
- handling, storage and despatch practices
- safety and environmental aspects of relevant lasting processes
- workplace procedures
- recording and documentation practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in lasting shoes by machine, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
-

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP2008 Perform moulding operations

Modification History

Release 1. Supersedes and is equivalent to LMTFP2008B Perform moulding operations

Application

This unit of competency covers the skills and knowledge required to perform moulding operations.

The unit of competency applies to the preparation, operation, monitoring and adjusting of moulding machines used to mould and attach soles to footwear.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Set up and load moulding machine**	2.1	Adjust machine settings to meet product requirements
		2.2	Check sole moulds and set according to manufacturer specifications
		2.3	Check mould size, type and date stamp, and load lasted uppers onto machine
		2.4	Prepare mould material, moulding tools and equipment and check for production
		2.5	Report non-conforming materials
		2.6	Clean area around machine during and on completion of setting and loading
3	**Operate and monitor moulding machine**	3.1	Start up and shut down machine according to manufacturer requirements
		3.2	Monitor machine operation to ensure correct procedures are assessed and product meets quality standards
		3.3	Perform checks to ensure required flow of moulding material and report non-conforming product
		3.4	Sort waste and clean machine when required
		3.5	Identify minor product process and machine faults and address to meet specified requirements
		3.6	Report major machine or product faults
4	**Conduct final quality check and complete records**	4.1	Check moulded sole against quality standards
		4.2	Unload footwear from moulding machine according to manufacturer specifications
		4.3	Complete cleaning of area to ensure work environment

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is maintained in a safe and productive manner

4.4 Complete production records and other documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Mould material includes one or more of the following:	• PVC • rubber • polyurethane • dual density polyurethane • thermoplastic polyurethane

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Moulding tools and equipment include one or more of the following:	• Allen keys • soft-faced mallet • spanners • gloves • punch • apron • tape • shaping block
Checks include the following:	• pigment tanks are full and stirred • heads are clear and greased • mould release tanks are full • electrostatic wire is clean • nozzle caps are in good condition

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP2008B Perform moulding operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP2008 Perform moulding operations

Modification History

Release 1. Supersedes and is equivalent to LMTFP2008B Perform moulding operations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- checking machine settings and preparing moulding materials to meet production requirements
- operating and monitoring moulding machine involving defined procedures and methods for at least five (5) footwear items
- making minor adjustments as required to meet quality standards
- checking product samples against standards
- identifying and addressing minor product process and machine faults to meet specified requirements
- reporting major machine or product faults
- loading and unloading products according to workplace procedures
- completing records accurately and completely.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- procedures and guidelines for safe operation of moulding machine
- typical fault conditions and related fault-finding procedures
- machine maintenance and repair techniques
- technical specifications manuals
- signs of faulty performance and appropriate action to address faults
- typical moulding tools, equipment and materials
- quality standards and practices
- work health and safety (WHS) and environmental aspects of relevant moulding processes
- workplace procedures
- recording and documentation practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing moulding operations, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
-

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP2009 Perform footwear finishing operations

Modification History

Release 1. Supersedes and is equivalent to LMTFP2009B Perform footwear finishing operations

Application

This unit of competency covers the skills and knowledge required to perform footwear finishing operations.

The unit of competency applies to activities associated with completing a sequence of finishing operations on footwear. Finishing operations may include hand or machine tasks, such as attaching buckles, cutting loose threads, lacing shoes, inserting heel pads, attaching labels, polishing, cleaning, spraying, boxing and despatching.

Work performed may require some decision making within defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for finishing**	2.1	Set up workbench and seating to achieve operator comfort and minimise fatigue
		2.2	Prepare finishing materials
		2.3	Lay out components in correct sequence
3	**Finish work**	3.1	Perform finishing operations according to customer specifications and workplace procedures
		3.2	Check footwear against specifications to ensure correct sizing
		3.3	Identify faults, report and return to appropriate section for repair according to quality standards
		3.4	Complete production and other records
4	**Check quality and despatch footwear**	4.1	Check work meets quality specifications
		4.2	Bundle pieces, stack and store or despatch
		4.3	Record production faults and complete records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Finishing operations include three or more of the following:

- trimming loose threads
- checking
- spraying
- cleaning
- polishing
- hand or machine sewing buckles
- attaching accessories or trims
- inserting heel cushion pads
- flaring
- lining trimming
- attaching labels
- pairing up
- boxing
- despatching

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP2009B Perform footwear finishing operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP2009 Perform footwear finishing operations

Modification History

Release 1. Supersedes and is equivalent to LMTFP2009B Perform footwear finishing operations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing and maintaining work area, as required
- attaching correct components to footwear
- completing finishing operations according to workplace procedures for at least five (5) sets of footwear
- ensuring finished footwear meets quality specifications
- addressing faults appropriately
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- characteristics of typical materials used in footwear production and finishing
- quality standards and practices
- required finishing procedures
- industry and product processes and equipment
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing footwear finishing operations, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP2010 Repair footwear product

Modification History

Release 1. Supersedes and is equivalent to LMTFP2010B Repair footwear product

Application

This unit of competency covers the skills and knowledge required to repair footwear products.

The unit of competency applies to repairing footwear products at different stages of production to meet quality standards. Repair includes removing and replacing incorrectly fitted sole, trimming excess materials, correcting stitching and trims, and removing rough surfaces. It involves the use of discretion, initiative and judgement in own work.

The unit of competency may include minor machine and tool maintenance applicable to the repair task.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to repair footwear products**	2.1	Inspect footwear product and determine areas requiring repair, and deviations from job specifications and quality standards
		2.2	Document specifications for repair task and plan repair work according to workplace procedures and time and resources available
		2.3	Assemble machinery, equipment, tools and materials required for repair task and check they comply with specifications
		2.4	Conduct minor maintenance to address any faults in equipment or tools, to ensure they are ready to use, or refer to appropriate personnel
3	**Undertake repair**	3.1	Undertake repair to restore footwear to standard specified using a range of techniques and materials and according to WHS practices
		3.2	Check footwear product against specifications and appropriate quality standards and make adjustments, as required
		3.3	Once adjustments are made, return footwear product to production line, prepare for storage or transfer to appropriate work section, as required
		3.4	Complete paperwork and documentation

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Quality standards include one or more of the following:	• product designs and patterns • job cards • worksheets • job specifications
Preparation for repair includes one or more of the following:	• unpicking stitching, ungluing or removing bonding • roughening surfaces using grinders and/or abrasives • removing rough or loose materials • removing sole

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP2010B Repair footwear product

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP2010 Repair footwear product

Modification History

Release 1. Supersedes and is equivalent to LMTFP2010B Repair footwear product

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance, criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- assessing products for repair
- repairing at least five (5) products to optimum condition
- performing a range of repair techniques to the required industry standard
- using one (1) or more machine or hand technique appropriate to the repair task
- checking repair against quality standards
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- footwear production processes
- characteristics of materials used in product construction
- appropriate repair techniques and their application
- hand and machine tools, equipment and materials for footwear repair
- quality standards and practices
- workplace procedure
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in repairing footwear, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP2011 Perform table-based operations

Modification History

Release 1. Supersedes and is equivalent to LMTFP2011B Perform table-based operations

Application

This unit of competency covers the skills and knowledge required to undertake table-based operations in footwear production.

The unit of competency applies to the preparation and production of components using table-based operations, working to defined procedures and methods. Table-based operations may apply to various aspects of footwear production processes, including preparation for cutting, preparation of uppers, preparation for assembly and making shoes and components.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare work pieces**	2.1	Receive work bundle, check against ticket information and assess any follow-up action
		2.2	Assess quality of received component parts
		2.3	Lay out work pieces in correct sequence
3	**Prepare workstation**	3.1	Set up workstation according to work requirements and to achieve operator comfort and minimise fatigue
		3.2	Clean and check tools and carry out minor maintenance to ensure they are ready for operations
		3.3	Maintain records
4	**Carry out table-based activities**	4.1	Perform table-based operations, appropriate to production task, to quality specifications
		4.2	Use tools according to WHS practices to achieve specifications
		4.3	Use appropriate materials according to workplace procedures to achieve specifications
		4.4	Maintain records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Table-based operations include one or more of the following:	• preparation for cutting • preparation of uppers • preparation for assembly/making of shoes • making of components • making/fitting trims • inspection of incoming materials

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP2011B Perform table-based operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP2011 Perform table-based operations

Modification History

Release 1. Supersedes and is equivalent to LMTFP2011B Perform table-based operations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures and safe work practices
- applying relevant standards
- checking work against ticket information and workplace standards
- preparing workstation and work before commencing operations
- applying techniques for at least five (5) table-based operations, according to workplace requirements
- using processes and hand tools associated with table-based operations
- carrying out minor tool maintenance
- applying work health and safety (WHS) practices in work operations, with particular reference to adhesives and use of tools
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- characteristics of materials used in product construction
- processes used to prepare or construct components and pieces
- operating procedures for table-based production machines
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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- have vocational competency in performing table-based operations for footwear, at least to the level being assessed, with relevant industry knowledge and experience.

- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP3001 Cut leather by hand

Modification History

Release 1. Supersedes and is equivalent to LMTFP3001B Cut leather by hand

Application

This unit of competency covers the skills and knowledge required to cut leather by hand.

The unit of competency applies to the cutting of leather by hand working largely independently and being accountable for own results, including carrying out assigned tasks, coordinating processes and setting and working to deadlines. It includes simple and complicated pattern pieces and a range of leather qualities.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to cut leather**	2.1	Set up workstation according to specifications and workplace procedures
		2.2	Select cutting equipment and patterns and prepare according to specified work and sizes, and manufacturer instructions
		2.3	Collect, sort and lay out materials in preparation for cutting
		2.4	Routinely clean and maintain cutting board
		2.5	Identify problems or faults with patterns, knives and cutting boards and refer for repair
		2.6	Assess the leather for scars, marks and faults that impact on cutting
		2.7	Assess and sort leather to comply with requirements of different jobs and pattern pieces
3	**Cut leather by hand**	3.1	Use cutting knives and patterns to minimise waste
		3.2	Identify scars, marks and fault areas of high-quality leather and position patterns accordingly
		3.3	Position patterns to allow for identified flaws, nap of suede or other grain or print characteristics of leather
		3.4	Use cutting techniques to match pattern shape, size and leather quality
		3.5	Cut pieces precisely to size, and colour code, size and colour match
4	**Check quality of**	4.1	Check finished products against job specifications and

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finished product		workplace quality standards
	4.2	Address fault or irregularities
	4.3	Maintain records of work

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Leather includes one or more of the following:

- buffalo
- cow
- calf
- kid
- kangaroo

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- deer
- fish
- reptile
- emu

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP3001B Cut leather by hand

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP3001 Cut leather by hand

Modification History

Release 1. Supersedes and is equivalent to LMTFP3001B Cut leather by hand

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing equipment and materials before commencing operations
- applying techniques at least five (5) times, including over the full range of cutting operations
- identifying faults in equipment and different types of leather
- positioning patterns to allow for identified flaws, nap of suede or other grain or print characteristics of leather
- rectifying redeemable faults
- adhering to the quality requirements of the enterprise
- planning and coordinating complicated cutting operations
- checking work against work specifications and enterprise standards
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- equipment required for both complicated and uncomplicated leather cutting operations
- cutting board maintenance
- leather types, their qualities and principles of cutting
- leather cutting techniques
- recognition of faults, scars and marks that impact on leather cutting
- use of patterns
- enterprise standards
- quality standards and practices
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in cutting leather by hand, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP3002 Hand last shoe

Modification History

Release 1. Supersedes and is equivalent to LMTFP3002B Hand last shoe

Application

This unit of competency covers skills and knowledge required to last shoes using hand processes.

The unit applies to work involving the hand lasting of shoes, which requires operator dexterity and accuracy in regard to positioning and guiding of work. It involves working independently and being accountable for own results, including carrying out assigned tasks, coordinating processes, and setting and working to deadlines.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to hand last shoe**	2.1	Receive and check work bundle against ticket information, assess quality of component parts and take any follow-up action according to workplace procedures
		2.2	Set up workbench and seating to achieve operator comfort and minimise fatigue
		2.3	Lay out work pieces in correct sequence and check tools
		2.4	Check last or foot form before attaching insole and check upper for sizes
3	**Hand last shoe**	3.1	Attach insole to last by hand, positioning it to shape of last and to match size and pairs
		3.2	Position toes and upper
		3.3	Position upper precisely and manipulate through lasting process, check for correct operations and adjust, as required, to achieve quality requirements and to reflect construction technique
		3.4	Make adjustments as required to achieve placement
		3.5	Attach shanks and stiffeners and apply staples, as required
4	**String last, as required**	4.1	Punch holes in shoe bottom by hand or by machine, as required
		4.2	Place upper on last and secure upper in place by tacks
		4.3	Stitch opposite holes and pull tight by hand or machine using waxed string and remove tacks

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5	**Check and despatch completed work**	5.1	Assess quality and bundle, stack, store or despatch completed work according to workplace procedures
		5.2	Identify and record production faults and take appropriate action
		5.3	Complete records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Hand last includes one or	• techniques for specific requirements of construction

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more of the following:	technique, including: • cement • moulded • welt • Veldtschoen • Moccasin • Californian slip lasting • string lasting

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP3002B Hand last shoe

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP3002 Hand last shoe

Modification History

Release 1. Supersedes and is equivalent to LMTFP3002B Hand last shoe

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- checking work against ticket information and workplace procedures
- preparing workstation and work before commencing operations
- applying hand last processes on at least five (5) occasions appropriate to a range of construction techniques
- handling and positioning materials with dexterity and accuracy to match size and pairs
- complying with quality specifications
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- characteristics of typical leathers and how to minimise stretch and how to make allowances for variations
- range of construction techniques
- hand last process
- quality standards and practices
- workplace practices
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in hand last shoes, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP3003 Assemble shoe by hand

Modification History

Release 1. Supersedes and is equivalent to LMTFP3003B Assemble shoe by hand

Application

This unit of competency covers the skills and knowledge required to assemble shoes by hand.

The unit of competency applies to the assembly of shoes using mainly hand processes, working largely independently and being accountable for own results, including planning, carrying out assigned tasks, coordinating processes, and setting and working to deadlines.

It covers the assembly of components according to specifications but does not include the preparation of components, such as cutting, lasting, and making sole or heel. If these skills are required, then appropriate units should also be selected.

It involves the use of operations involving operator dexterity and accuracy in regard to the positioning and guiding of work.

Work is most likely to be conducted in a small business situation on custom-made shoes, however, it may also be conducted in medium to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFP2001 Identify materials used in footwear production

Competency Field

Footwear production

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to assemble shoe by hand**	2.1	Set up workstation and adjust tools, machines and equipment to suit construction process being used
		2.2	Make adjustments to machines to accommodate specific product requirements, according to workplace procedures
		2.3	Follow work ticket to collect and sort parts, including last, uppers, insoles, heels and soles
		2.4	Prepare and position parts and components appropriate to construction process
		2.5	Determine the sequencing of operations to meet job specifications and timeframes
3	**Assemble the shoe**	3.1	Position shoe components according to identified construction process
		3.2	Attach and assemble shoe components in correct sequence
		3.3	Slip shoe from last
		3.4	Finish off uppers, heels, edges and soles using

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			appropriate hand and machine operations and materials
4	**Conduct final quality check and despatch work**	4.1	Conduct final quality check to ensure work complies with job specifications and workplace quality standards
		4.2	Make corrections to product as required to meet specifications
		4.3	Despatch work to next stage and maintain records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Components include one or more of the following:	• soles • shanks • filler blocks • uppers • heels • linings

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP3003B Assemble shoe by hand

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP3003 Assemble shoe by hand

Modification History

Release 1. Supersedes and is equivalent to LMTFP3003B Assemble shoe by hand

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- checking work against ticket information and workplace practices
- preparing workstation and work before commencing construction operations
- planning, sequencing and coordinating operations involved in assembly of shoe components according to required construction process and timeframe
- assembling at least five (5) pairs of shoes according to specifications
- carrying out all operations using machines and processes required for the assembly of shoe components
- making adjustments to machines to meet requirements and procedures
- checking product against standards
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- footwear production processes and machines requiring operator dexterity in handling and positioning of work
- materials used in assembling shoes, including adhesives, solvents and abrasives, and safety requirements of their use
- materials, stitch types, needle types and thread qualities
- sequence of operations in shoe assembly
- quality standards and practices
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in assembling shoes by hand, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP3004 Contribute to footwear production improvement processes

Modification History

Release 1. Supersedes and is equivalent to LMTFP3004B Contribute to footwear production improvement processes

Application

This unit of competency covers the skills and knowledge required to review production processes used in footwear manufacture, and contribute to identifying and implementing improvements.

The unit of competency applies to providing input to improvement of processes in a range of footwear production environments, including volume and custom production. Typically this skill would be performed in a supervisory capacity and apply across the range of footwear production processes.

Improvement contributions may be made to any part of the production process, such as production practices, documentation, supply, despatch, operator practices, safety, quality and housekeeping.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSS402051 Apply quality standards

Competency Field

Footwear production

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Identify key elements of production requirements**	1.1	Identify key customers and their needs and expectations
		1.2	Distinguish how footwear production processes contribute to the value chain
		1.3	Identify key suppliers and their role in the value chain
		1.4	Identify quality standards for critical points of production process
		1.5	Identify production requirements and workplace procedures
2	**Review production processes**	2.1	Identify housekeeping practices and assess how well they meet standards
		2.2	Identify work health and safety (WHS) practices and assess if they conform with organisational standards
		2.3	Identify production waste, assess waste handling and disposal practices against environmental principles, and identify opportunities for waste reduction
		2.4	Identify methods of monitoring production outcomes and assess footwear production outcomes against production goals
3	**Identify improvement opportunities**	3.1	Identify improvement opportunities and make suggestions for improving processes
		3.2	Communicate with appropriate personnel to identify implications of improvement and test outcomes
		3.3	Provide reports, records and recommendations for improvement

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4	**Implement improvement to production processes**	4.1 Identify desired result of improvement and establish method of measuring outcome
		4.2 Identify and implement methods of addressing any possible negative implications
		4.3 Conduct consultation with relevant personnel to communicate improvement
		4.4 Implement and monitor improvement and assess how effectively it achieves desired result
		4.5 Make adjustments to improvement, as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Footwear production processes include one or more of the following:	• receiving and processing of materials and components • identification of materials quality • specialist machine use, such as sole moulding • repairs and alterations • testing and inspecting • despatch, storage and packing • finishing processes
Suppliers include one or more of the following:	• suppliers of materials and components • personnel, specialist support and contractors • despatch, warehousing and transport operators • publicity and promotional suppliers • machinery and equipment suppliers and repair contractors
Test outcomes of improvement opportunities include one or more of the following:	• trial • verify • pilot • measure against research
Appropriate personnel include one or more of the following:	• managers • supervisors • colleagues • specialist staff

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP3004B Contribute to footwear production improvement processes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP3004 Contribute to footwear production improvement processes

Modification History

Release 1. Supersedes and is equivalent to LMTFP3004B Contribute to footwear production improvement processes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- reviewing footwear production processes
- identifying and assessing improvement opportunities
- identifying methods of monitoring production outcomes
- assessing footwear production outcomes against production goals
- evaluating implications of improvement
- addressing any possible negative implications
- communicating effectively within the workplace with colleagues and management on process improvement options and outcomes
- conducting quality checks to identify outcomes of improvements
- applying workplace procedures
- sequencing operations
- maintaining accurate records.

Knowledge Evidence

- Evidence must be provided that demonstrates knowledge of:
- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- quality standards applying to footwear handling procedures, construction processes and finished product
- effective communication to review processes and seek improvements
- footwear production processes
- production requirements:
  - timing requirements
  - quantity
  - quality
  - specific order requirements

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  - procedural requirements
  - work health and safety (WHS)
  - personnel
  - resource use
- suppliers in supply chain
- production waste, waste handling and disposal, and waste minimisation:
  - unusable materials and off-cuts
  - delays
  - movement and transport
  - poor process design
  - inventory
  - inefficient performance of a process
  - making defective items
- impact of incorrect production techniques
- production suppliers and value chain concepts
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in contributing to footwear production improvement processes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTFP3005 Supervise footwear production operations

Modification History

Release 1. Supersedes and is equivalent to LMTFP3005B Supervise footwear production operations

Application

This unit of competency covers the skills and knowledge required to supervise operations in a designated area within a footwear production enterprise, to ensure team operations meet production requirements.

The unit of competency applies to a first line, team leader supervisory role in a team or work area within a footwear production enterprise. The unit requires extensive knowledge and experience in working with footwear production machines, equipment and processes. Supervisory responsibilities include overseeing the team's production quality and throughput, and ensuring training, team relations, resource allocation and work organisation support team productivity.

The unit of competency includes providing technical support to operators, overseeing production processes to ensure they meet organisational and safety standards, and providing communication links between staff and management.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Identify scope of supervisory responsibility**	1.1	Identify machine operations, staff, resources and production processes within work area
		1.2	Identify scope and limitations of supervisory role
		1.3	Identify production targets
2	**Provide technical support to operators**	2.1	Identify operator roles and allocation of personnel
		2.2	Monitor operator productivity and identify where training or support is required
		2.3	Communicate with appropriate personnel to identify training needs and organise training
		2.4	Address technical problems raised by operators regarding machinery, product quality and operational safety
		2.5	Provide technical support to operators for skills and knowledge associated with production of footwear products
3	**Lead team activity**	3.1	Communicate production standards to team members
		3.2	Monitor work allocation requirements to maintain optimum production efficiency
		3.3	Use suitable language to communicate targets and procedures to relevant personnel
		3.4	Monitor and support effective team communication
		3.5	Monitor team compliance with work health and safety (WHS) practices and workplace procedures
		3.6	Monitor production output against targets and take necessary action to resolve problems when required

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4	**Liaise with production areas and management**	4.1	Maintain liaison with downstream and upstream production areas to ensure production is efficient and meets quality standards
		4.2	Keep management informed of progress and any issues that may affect production outcomes
		4.3	Maintain ongoing liaison with management to guide production supervision
		4.4	Monitor movement of materials through production process to assess progress
5	**Maintain documentation**	5.1	Identify documentation procedures for each step of production process
		5.2	Monitor compliance with documentation requirements
		5.3	Complete production documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output

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	• housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Production processes include one or more of the following:	• machines and equipment used in the various sectors of the footwear production industry, including:
	  • moulding
	  • sewing machines
	  • cutting machines
	  • robots

Address problems includes one or more of the following:	• communicating requirements to operators • providing coaching or other relevant support • referring to appropriate personnel • allocating appropriate staff or resources • implementing disciplinary procedures • problem solving team or technology issues
Issues which may affect production outcomes include one or more of the following:	• staffing • machinery • materials • schedules

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP3005B Supervise footwear production operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP3005 Supervise footwear production operations

Modification History

Release 1. Supersedes and is equivalent to LMTFP3005B Supervise footwear production operations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- allocating resources (machines, staff, materials and production processes)
- clarifying and communicating tasks, roles and responsibilities
- allocating work for operators or team members
- identifying and reporting problems with work flow
- solving problems
- communicating effectively with other employees and management
- implementing appropriate ways of correcting non-compliance and inefficiencies
- applying techniques to monitor production work
- providing technical support
- monitoring work health and safety (WHS) practices in work operations
- checking production outputs against specifications
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- production and work flow system in the workplace
- production resources (machines, staff, materials and production processes)
- tasks, roles and responsibilities of relevant personnel
- factors and constraints that impact on effective workflow
- ways of controlling factors and constraints
- efficient operation of all footwear production machines and processes within area of supervision
- quality assurance standards and procedures
- training requirements and processes

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- team dynamics
- resource allocation and work organisation
- WHS legislation
- WHS practices, including hazard identification and control measures
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in supervising footwear production operations, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP3006 Apply foot anatomy principles to footwear production

Modification History

Release 1. Supersedes and is equivalent to LMTFP3006B Apply foot anatomy principles to footwear production

Application

This unit of competency covers the skills and knowledge required to identify and describe the main structure and functions of the foot and to apply these principles to the design and production of footwear.

The unit of competency applies to identifying the structure and functions of the foot and how normal footwear design features meet these requirements. The unit of competency does not cover abnormal anatomy or medical conditions affecting feet. The retailing, alteration and manufacture of footwear for clients needing shoes or prostheses for surgical and medical conditions are covered by the Medical Grade Footwear units and qualifications.

The unit applies to small manufacturers making footwear by hand and dealing direct with the public.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Identify the structure and functions of the foot**	1.1	Identify the main foot structures
		1.2	Describe functions of main foot muscles
		1.3	Describe functions of main tendons and ligaments in foot
		1.4	Identify the main functions of the foot
2	**Identify the main features and functions of footwear**	2.1	Identify types of footwear and distinguish their different uses
		2.2	Describe main features of footwear
		2.3	Identify processes used to produce footwear features
		2.4	Identify examples of flat, wide and different sized feet where specialised footwear may be required
3	**Assess the impact of footwear features**	3.1	Identify the effect of poor-fitting or poorly made shoes
		3.2	Relate features of footwear to foot function and structure
		3.3	Assess features of footwear product and their capacity to support ideal performance of foot
		3.4	Identify examples of possible surgical or medical conditions which would trigger referral to a medical practitioner, podiatrist or medical grade footwear practitioner
		3.5	Identify quality processes used in workplace to ensure production of optimal footwear products

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- work health and safety (WHS) practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Processes to produce footwear features include one or more of the following:

- designing
- developing patterns and lasts
- stitching
- selection of materials
- manufacture of uppers, inner soles, linings and soles
- quality checks

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP3006B Apply foot anatomy principles to footwear production

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP3006 Apply foot anatomy principles to footwear production

Modification History

Release 1. Supersedes and is equivalent to LMTFP3006B Apply foot anatomy principles to footwear production

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures SOPs), safe work practices and other reference material
- applying relevant standards
- identifying foot structure and function
- identifying footwear features and function
- identifying at least five (5) different footwear products and relating their functions and features to the anatomy of the foot
- identifying the effect of poor-fitting or poorly made shoes
- assessing the impact of footwear features
- identifying medical or surgical conditions that may require referral to a specialist practitioner
- identifying quality processes used in workplace to ensure production of optimal footwear products.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- structures and function of the foot:
  - muscles
  - bones
  - ligaments
  - joints
  - circulation systems
  - nervous system
- role and function of the foot:
  - balance
  - walking

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    - standing
    - running
    - climbing
    - specific sports
    - kicking
    - jumping
- features and function of footwear:
    - steel caps
    - moulded soles
    - heels
    - reinforcement
    - lining
    - laces and buckles
    - elastic sides
    - size
    - shape
- types of footwear and their relationship to anatomy of the foot:
    - safety boots
    - work boots and shoes
    - fashion shoes
    - everyday wear shoes
    - walking boots and shoes
    - sport shoes
- footwear production processes
- surgical and medical conditions:
    - injuries
    - health conditions, such as diabetes
    - amputations
    - diseases affecting the foot or ankle
    - sizing
    - foot muscle and structural features
    - deformities
- quality features of footwear production processes.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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  - have vocational competency in applying foot anatomy principles to footwear production, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP4001 Develop design for custom-made footwear

Modification History

Release 1. Supersedes and is equivalent to LMTFP4001A Develop design for custom made footwear

Application

This unit of competency covers the skills and knowledge required to develop a design for custom-made footwear.

This unit of competency applies to interpreting design requirements in consultation with client, determining specifications and developing the design for custom-made footwear.

Work may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Research footwear designs**	1.1 Identify and access information sources on footwear design and construction techniques, to ensure knowledge is current

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		1.2	Analyse current and historical trends in footwear design and construction techniques
		1.3	Analyse impact of footwear componentry designs on footwear
		1.4	Analyse footwear designs for various purposes
		1.5	Analyse current industry practices and relate to own work
2	**Determine design requirements**	2.1	Confirm purpose of footwear with client
		2.2	Confirm requirements for footwear design with client
		2.3	Use communication skills to identify key priorities of client
		2.4	Use design tools to develop design concepts
		2.5	Explore preliminary design concepts with the client using sketches, pictures, software tools or sample shoes
3	**Measure and assess foot**	3.1	Take measurements of foot in accordance with work health and safety (WHS) practices to determine footwear size requirements
		3.2	Perform gait analysis to obtain baseline data of client's walk pattern
		3.3	Conduct trial fit using commercial footwear or client's own footwear according to workplace procedures
4	**Confirm footwear design**	4.1	Calculate cost estimates and provide to client
		4.2	Finalise design to be used for footwear production and confirm order
		4.3	Document design and requirements

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • standard operating procedures (SOPs) • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Design tools include one or more of the following:	• software programs • electronic tools • storyboards • catalogues and pictures • drawings and illustrations
Requirements include one or more of the following:	• budget • timing • costs • quality • materials • colour

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- footwear components

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP4001A Develop design for custom made footwear

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP4001 Develop design for custom-made footwear

Modification History

Release 1. Supersedes and is equivalent to LMTFP4001A Develop design for custom made footwear

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- communicating with client to determine footwear requirements
- exploring design concepts
- using sketches, pictures, software tools or sample shoes to determine at least three (3) design concepts
- taking accurate measurements and performing foot analysis to assess requirements
- conducting trial fit according to workplace procedures
- calculating cost estimates
- developing final design specifications for at least three (3) examples of custom-made footwear
- applying work health and safety (WHS) policies in work operations
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- elements and principles of design
- design tools
- footwear construction
- materials used in footwear production
- specification requirements and costing procedures
- WHS and environmental aspects of relevant workplace activities
- foot measurement and gait analysis techniques
- workplace procedures and reporting processes
- quality practices
- workplace procedures

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- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in developing designs for custom-made footwear, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP4002 Make patterns for custom-made footwear

Modification History

Release 1. Supersedes and is equivalent to LMTFP4002A Make patterns for custom-made footwear

Application

This unit of competency covers the skills and knowledge required to develop patterns for custom-made footwear designs for a full range of leathers and other appropriate textiles and materials.

The unit of competency applies to making patterns for custom-made shoes and may involve the selection and modification of existing patterns. Design specifications may be workplace or client initiated. Discretion and judgement is required for both self and others in planning and selecting processes, procedures and outcomes.

The work responsibilities of the patternmaker will vary in scope according to the size of the workplace, the range of designs and specialisation in the workplace, workplace quality standards and the degree of autonomy of the patternmaker.

Patternmakers may have responsibility for the development of prototypes or toiles, making samples and testing patterns, developing the design and estimating leather and material usage.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to make patterns for custom-made footwear**	2.1	Interpret design requirements from design brief and determine design specifications
		2.2	Clarify patternmaking requirements
		2.3	Select samples of required materials and footwear components for use in patternmaking
3	**Develop patterns for custom-made footwear**	3.1	Make pattern specifications based on client's measurements and in line with budget, timeframe and costs
		3.2	Select appropriate techniques to prepare pattern and achieve design according to workplace procedures
		3.3	Prepare patterns with reference to last construction
		3.4	Make initial upper design on 3-D last
		3.5	Accurately translate information from 3-D last master to 2-D working patterns
		3.6	Produce standard and working patterns of both upper and sole in line with specifications, accepted standards and construction tolerances

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		3.7	Review pattern and make modifications that accurately reflect selected materials, shoe style and specific client requirements
4	**Test pattern**	4.1	Make a mock-up or diagnostic fitting with allowance for difference between diagnostic and final materials
		4.2	Evaluate diagnostic fitting and review proposed construction and materials in line with design and fit

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Design specifications include the following:	• production specifications • materials • colours • components

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP4002A Make patterns for custom-made footwear

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP4002 Make patterns for custom-made footwear

Modification History

Release 1. Supersedes and is equivalent to LMTFP4002A Make patterns for custom-made footwear

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- interpreting design brief and confirming specifications
- identifying and defining design lines and features
- choosing patterns to suit specifications and measurements or developing new patterns to suit specifications on at least three (3) occasions
- modifying, checking and testing at least three (3) patterns according to selected materials, shoe style and specific client requirements
- making prototype or toile
- making and evaluating a mock-up of proposed construction and materials in line with design and fit, to confirm pattern
- communicating effectively with design team and customers
- applying work health and safety (WHS) policies in work operations
- applying workplace procedures
- maintaining accurate records

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- principles and concepts of patternmaking
- general principles of custom-made footwear design
- cost efficiency in relation to patternmaking
- range of typical leathers, fabrics, including weight and other characteristics
- toile production
- standard and working patterns
- procedures for marker making
- practices for cutting and construction

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- WHS and environmental aspects of relevant enterprise activities
- workplace procedures and reporting processes
- WHS practices
- quality practices
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in making patterns for custom-made footwear, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFP4003 Prepare, cut and sew custom-made shoe components

Modification History

Release 1. Supersedes and is equivalent to LMTFP4003A Prepare, cut and sew custom-made shoe components

Application

This unit of competency covers the skills and knowledge required to measure, cut and sew custom-made shoe components.

This unit of competency applies to the preparation, cutting and sewing of custom-made shoe components, including stuff cutting, making or modification of lasts, making of soles, sole and heel units, and insoles. Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes. The unit of competency applies to workplace activities associated with producing custom-made shoes and the degree of complexity will relate to leather and other materials being used and intricacy of design.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Confirm custom-made footwear requirements**	2.1	Review and confirm client requirements and design specifications
		2.2	Determine materials required for production, confirm availability and order special or one-off materials from appropriate suppliers
		2.3	Review pattern to ensure compliance with design requirements
		2.4	Clarify design features with patternmaker, if required, and identify technical aspects of production
3	**Prepare shoe last**	3.1	Construct an original last from selected materials to produce a last with the desired shape and dimensions
		3.2	Make inside build-ups (additions), form to the last and shape to comply with design specifications
		3.3	Trial fit build-up components to review fit and function, modify if required, and attach
		3.4	Check the last and any build-up components, and make adjustments and refinements, if necessary, in line with design requirements and established production standards
		3.5	Check shoe last for construction faults and compliance with design specifications
4	**Prepare and make**	4.1	Prepare components according to workplace procedures
		4.2	Correct size cut pieces, mark, count and stamp according

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	components		to work ticket and to workplace specifications
		4.3	Prepare components using appropriate method and equipment and according to workplace requirements
5	**Cut or click leather**	5.1	Cut parts manually or by machine to enterprise quality standards in relation to material flaws and individual pairs selected
		5.2	Click pairs and cut manually or by machine to achieve best yield according to appropriate allowance
		5.3	Check work against pattern and design requirements
6	**Prepare and make the upper**	6.1	Prepare upper according to workplace procedures
		6.2	Process upper manually or by machine
		6.3	Machine seams and trim threads to achieve specified results
		6.4	Check upper against pattern and design requirements
7	**Conduct final quality check for operations**	7.1	Check final product meets workplace quality requirements
		7.2	Deal with production faults in accordance with workplace procedures
		7.3	Bundle uppers and component parts, stack, store or despatch in accordance with workplace procedures
		7.4	Document process and faults

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Last includes one or more of the following:

- slip on
- court
- boot
- sandal
- inner shoes
-

Tools and equipment include one or more of the following:

- knives and cutting tools
- stamps
- sewing machines
- threads
- needles
- hand tools
- machine tools
- computers
- mechanical duplicators

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP4003A Prepare, cut and sew custom-made shoe components

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Links

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Assessment Requirements for MSTFP4003 Prepare, cut and sew custom-made shoe components

Modification History

Release 1. Supersedes and is equivalent to LMTFP4003A Prepare, cut and sew custom-made shoe components

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- clarifying design requirements and cutting leather and other materials
- Operating appropriate tools and equipment used in the production of custom made shoes
- constructing an original last from selected materials to produce a last with the desired shape and dimensions
- shaping and modifying lasts to meet specifications
- checking the last and any build-up components, and making adjustments and refinements, if necessary, in line with design requirements
- preparing components using appropriate method and equipment
- cutting parts manually or by machine to enterprise quality standards
- preparing and sewing the upper manually or by machine
- dealing with production faults in accordance with workplace procedures
- checking final product meets workplace quality requirements
- maintaining accurate records of faults, products and processes
- applying all the relevant work health and safety (WHS) practices when working in the leather goods production industry.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- anatomy of foot and ankle
- characteristics of last:
  - slip on
  - court
  - boot
  - sandal

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    - inner shoes
- last-making methods and materials
- shoe construction methods
- design requirements:
    - colours
    - quantities
    - quality requirements
    - size
    - componentry
    - measurements
    - style
- characteristics of typical leathers, fabrics and other materials used in shoe production
- operating procedures for cutting and machining leather
- tools and equipment:
    - knives and cutting tools
    - stamps
    - sewing machines
    - threads
    - needles
    - hand tools
    - machine tools
    - computers
    - mechanical duplicators
- quality standards and leather handling procedures
- material flaws of leather, including veins, growth marks, tick and scars
- WHS and environmental aspects of relevant workplace activities
- workplace procedures
- processes for communicating with clients and other personnel
- WHS practices, including hazard identification and control measures
- practices for recording and reporting outcomes.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in preparing, cutting and sewing custom-made shoe components, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFP4004 Assemble and finish custom-made shoe

Modification History

Release 1. Supersedes and is equivalent to LMTFP4004A Assemble and finish custom-made shoe

Application

This unit of competency covers the skills and knowledge required to assemble and finish custom-made shoes.

This unit of competency applies to manual or machine assembly and finish of custom-made shoes according to pattern specifications. The degree of complexity will depend on the leather and other materials used and intricacy of the design. Discretion and judgement may be required for both self and others in planning and selecting processes, procedures or outcomes.

Competency must be demonstrated in relevant machine operations, including the setting of machines within specified tolerances and in accordance with manufacturer specifications, selection of materials, stitch types, needle threads and their qualities.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Perform preparatory work on shoe**	2.1	Set up workstation according to specifications and WHS practices
		2.2	Use discretion and judgement to select, interpret and apply procedures and appropriate assembly processes
		2.3	Follow work ticket to collect, sort, assemble and reassemble parts
		2.4	Undertake conditioning to reflect workplace procedures and according to construction technique
		2.5	Block upper, round or rand, as required, to conform to the last shape
		2.6	Insert counter or stiffener in accordance with workplace procedures and construction techniques
		2.7	Prepare insoles in accordance with specifications and to reflect construction techniques being used
		2.8	Heat activate pre-cemented insoles and uppers, as appropriate
		2.9	Solvent wipe bonding area where roughing could damage the backing fabric
		2.10	Load track, belt or rack or prepare workstation to reflect various stages of production
		2.11	Apply toe puff using the appropriate machine methods, as specified

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		2.12	Mould back part using hot and cold moulds in accordance with construction techniques and specifications
		2.13	Carry out specific processes in accordance with workplace requirements
3	**Last the shoe**	3.1	Attach uppers and insoles as required in accordance with specifications
		3.2	Attach shanks or stiffeners, as required
		3.3	Apply stapling, as required
		3.4	Insert toe puff
		3.5	Check last or foot form before attaching insole and upper, checking for sizes
		3.6	Condition toes and upper in accordance with workplace procedures
4	**Assemble the shoe**	4.1	Prepare materials in accordance with workplace and manufacturer specifications
		4.2	Prepare soles and uppers in accordance with work requirements
		4.3	Set up machines and check for correct operations
		4.4	Assemble shoes using the appropriate manual or machine construction techniques in accordance with work requirements
5	**Finish shoe**	5.1	Conduct finishing of shoe in accordance with specifications
		5.2	Assess final quality check against work specifications
		5.3	Identify and address construction problems to meet quality standards
		5.4	Forward work for preparation to despatch to client

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Parts of the shoe include the following:	• last • uppers • insoles • heels • soles
Conditioning includes one or more of the following:	• rapid conditioning • mulling • use of toe steamer

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Construction techniques include one or more of the following:	• cement • moulded construction • Veldtschoen construction • moccasin construction • welt construction
Machines include one or more of the following:	• heavy stitch • blake stitcher • toe laster • side laster • seat laster • seat and side laster • the forepart laster • force lasting machine

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP4004A Assemble and finish custom-made shoe

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP4004 Assemble and finish custom-made shoe

Modification History

Release 1. Supersedes and is equivalent to LMTFP4004A Assemble and finish custom-made shoe

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- performing all preparatory work operations on shoe in sequence
- setting machines within specified tolerances and in accordance with manufacturer specifications
- applying manual and machine assembly and making techniques according to workplace procedures
- assembling at least three (3) pairs of shoes using the appropriate construction techniques in accordance with work requirements
- conducting finishing operations in accordance with specifications
- assessing final quality against work specifications
- identifying and addressing construction problems as required to meet quality standards
- operating various shoe assembly machines and processes according to workplace procedures
- communicating effectively with clients, individuals, work groups and supervisors
- using discretion and judgement to select, interpret and apply procedures and processes
- preparing and presenting records and reports in appropriate formats
- applying work health and safety (WHS) and environmental policies in work operations.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- shoe construction methods
- manufacturer machine specifications, selection of materials, stitch types, needle threads and their qualities
- manual and machine procedures for making and assembling shoe components
- materials used including adhesives and solvents and safety requirements in their use

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- quality standards and leather handling procedures
- WHS and environmental aspects of relevant workplace activities
- effective communication with clients and other personnel
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in assembling and finishing custom-made shoes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFP4005 Fit custom-made footwear

Modification History

Release 1. Supersedes and is equivalent to LMTFP4005A Fit custom-made footwear

Application

This unit of competency covers the skills and knowledge required for the trialling and fitting of custom-made footwear.

The unit of competency applies to the trialling and fitting of custom-made shoes with the client. Discretion and judgement may be required for both self and others in planning and selecting processes, procedures or outcomes.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to fit custom-made footwear**	2.1	Review client measurements and construction specifications to confirm all required information has been provided
		2.2	Conduct a trial last fitting to check last for fit and function
		2.3	Make modifications to last in consultation with client to achieve design and construction specifications
		2.4	Make a mock-up or diagnostic fitting in line with specifications
		2.5	Evaluate diagnostic fitting and review proposed construction and materials
3	**Conduct trial fittings**	3.1	Fit custom-made footwear and consult client for further adjustments
		3.2	Conduct diagnostic trial fitting of custom-made footwear to reflect real-life usage, ease of fitting, and compliance with design and production specifications
		3.3	Identify required adjustments in discussion with client
		3.4	Use discretion, judgement and effective interpersonal communication to interact with client and resolve problems
4	**Conduct client follow up**	4.1	Take measurements of foot and footwear and compare to previous findings
		4.2	Take new measurements, if required, to confirm or establish required modifications to footwear
		4.3	Maintain consultation with client throughout fitting

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			processes and act upon follow-up accordingly
5	**Document outcomes of follow-up**	5.1	Record information relating to client measurements, trial fittings and modifications
		5.2	Prepare specifications for the development of new footwear or modification of existing footwear

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Measuring devices include one or more of the	• rulers and tape measures • 2-D tracings

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following:

- 3-D techniques

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFP4005A Fit custom-made footwear

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFP4005 Fit custom-made footwear

Modification History

Release 1. Supersedes and is equivalent to LMTFP4005A Fit custom-made footwear

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- checking client measurements and construction specifications to confirm all required information has been provided
- making modifications to last in consultation with client to achieve design and construction specifications
- evaluating diagnostic fitting and reviewing proposed construction and materials
- fitting custom-made footwear and consulting client for further adjustments, as required, on at least three (3) occasions
- communicating effectively with client to resolve problems
- examining and measuring foot and shoe to determine any adjustment required
- fitting and adjusting footwear and providing follow-up
- recording information relating to client measurements, trial fittings and modifications
- preparing specifications for the development of new footwear or modification of existing footwear.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- anatomy of foot and ankle
- footwear measuring procedures
- footwear design and construction
- work health and safety (WHS) and environmental aspects of relevant workplace activities
- effective interpersonal communication with clients
- workplace procedures
- relevant ohs legislation and codes of practice
- quality practices
- practices for recording and reporting.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in fitting custom-made footwear, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFR2001 Assess and cost footwear repair job

Modification History

Release 1. Supersedes and is equivalent to LMTFR2001A Assess and cost footwear repair job

Application

This unit of competency covers the skills and knowledge required to assess the shoe or product for repair, estimate materials, labour and time requirements, and establish costs for provision of services or products.

This unit of competency applies to the estimating and costing work required to repair shoes or other items. Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures and outcomes.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear repair

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to assess and cost repair**	2.1	Examine and check footwear, including welts, insoles, sole edges, sole bottoms, upper edges and heels
		2.2	Identify repair, design and finish requirements and confirm agreement with client to undertake work
		2.3	Collect contact information and identify customer's preferred timeframe for work
3	**Calculate footwear repair costs**	3.1	Estimate types and quantities of materials required
		3.2	Estimate time and labour necessary for the repair
		3.3	Calculate costs of materials and labour
		3.4	Calculate total job cost, including overheads and mark-up percentages
		3.5	Calculate final cost to customer
4	**Document details and advise customer**	4.1	Document details of costs and charges and any special conditions
		4.2	Verify costs, calculations or other details by other workplace where necessary
		4.3	Prepare customer quotation and advise customer of repair requirements, costs and time required
		4.4	Prepare work order ticket and job sheet according to workplace procedures
		4.5	Document details for future reference

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Footwear repair costs include:	• type and quantities of materials • type and amount of labour • time required • overheads • percentage mark-up

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFR2001A Assess and cost footwear repair job

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFR2001 Assess and cost footwear repair job

Modification History

Release 1. Supersedes and is equivalent to LMTFR2001A Assess and cost footwear repair job

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting client requirements
- estimating type and quantities of material required
- determining the types and amount of labour required to complete the work
- estimating time required to complete the work
- documenting and communicating work-related information, including customer requirements, products, materials and labour required, costing calculations for products, materials and labour, and special conditions
- using calculators, computer programs, and other aids in the estimation and cost calculation processes
- applying workplace procedures
- maintaining records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- range of products and services offered by the enterprise
- enterprise costing policies and procedures, including labour rates and product and material costs
- materials, work flow and repair processes
- technical information about products, materials, equipment and operating procedures
- general industry housekeeping policies and procedures
- operation of calculators, computer programs, and other aids in the estimation and cost calculation processes
- quality practices
- workplace procedures
- practices for recording and reporting.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in assessing and costing footwear repair, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFR2002 Supply and fit new heel block

Modification History

Release 1. Supersedes and is equivalent to LMTFR2002A Supply and fit new heel block

Application

This unit of competency covers the skills and knowledge required for the supply and replacement of heel blocks using a variety of methods.

Discretion, initiative and judgement must be demonstrated on the job in own work, either individually or in a team environment

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear repair

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to fit new heel block**	2.1	Interpret work order and remove old heel block without damage to shoe
		2.2	Select appropriate new heel block and cover materials
		2.3	Cut pattern for new heel block
		2.4	Cover heel block, matching leather or covering material to the original colour and design of the shoe
		2.5	Prepare the seat to provide a surface for attachment and insert a new seat piece
3	**Prepare heel block and top piece**	3.1	Prepare new heel block
		3.2	Select suitable commercially available top piece, if appropriate, or select appropriate top piece material, mark out and cut out to fit heel block
		3.3	Scour surface of the top piece material and heel block, if appropriate, using appropriate hand or machine operations to ensure even finish
		3.4	Check the fit between the top piece and the heel block and make adjustments, as appropriate
4	**Finish heel**	4.1	Replace heel block and top piece
		4.2	Check quality of securing and make adjustment, as required
		4.3	Trim back top piece to conform to heel block
		4.4	Finish off heel and top piece, as required, including staining and dying to match as close as possible original shoe colour and design
		4.5	Pack, label and store repaired shoes and record outcomes

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Tools includes one or more of the following:	• shoe hammer • tack hammer • shoe knife • sharpening stick • peg awl • glue gun • pincers • nippers • lasting pliers • shears

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	• drag knife • tack
Machine includes one or more of the following:	• finishing machine • securing machine • heat activator • last • heat pliers

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFR2002A Supply and fit new heel block

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFR2002 Supply and fit new heel block

Modification History

Release 1. Supersedes and is equivalent to LMTFR2002A Supply and fit new heel block

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- assessing footwear repair requirements
- applying hand and machine techniques over the range of required operations
- handling materials, tools and equipment according to workplace procedures
- repairing at least four (4) heel blocks on a variety of shoe types to meet quality and enterprise standards
- finishing off heel and top piece, as required, including staining and dying to match as close as possible original shoe colour and design
- packing, labelling and storing repaired shoes
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- full range of footwear styles and their structure and construction
- characteristics and use of adhesives and primers and their safe application and disposal
- characteristics of typical leathers, fabrics, and other materials used in shoe construction and repair
- quality standards and leather handling procedures
- use of machines, equipment and tools, adhesives and primers, and stains, dyes and inks
- tools:
  - shoe hammer
  - tack hammer
  - shoe knife
  - sharpening stick
  - peg awl

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  - glue gun
  - pincers
  - nippers
  - lasting pliers
  - shears
  - drag knife
  - tack
- machines:
  - finishing machine
  - securing machine
  - heat activator
  - last
  - heat pliers
- general industry housekeeping policies and procedures
- quality practices
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in supplying and fitting new heel block, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFR2003 Attach non-slip sole or heel top piece

Modification History

Release 1. Supersedes and is equivalent to LMTFR2003A Attach non-slip sole or heel top piece

Application

This unit of competency covers the skills and knowledge required for covering a sole and heel by non-slip and long-wearing material.

This unit of competency applies to all styles of synthetic and leather soled shoes.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear repair

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to attach non-slip sole or heel top piece**	2.1	Inspect shoes, identify repair requirements and advise customer on costs prior to commencing shoe repair
		2.2	Prepare and review job sheet to ensure all requirements are included
		2.3	Determine appropriate method of sole replacement and select, check and prepare appropriate tools and materials
		2.4	Apply workplace procedures
3	**Prepare the shoe**	3.1	Select pre-cut sole sheet and cut non-slip sole and heel appropriate to the footwear shape and design
		3.2	Remove old top piece and non-slip sole back to waist using appropriate tools and methods, ensuring no damage to the shoe
		3.3	Scour and clean sole and heel area of shoe using appropriate hand and machine operations to ensure even finish
		3.4	Prepare and re-stitch original sole by building up edges, as required
4	**Replace and finish sole and heel**	4.1	Apply adhesive evenly to both bottom of shoe and sole, leave to dry and reactivate the adhesive
		4.2	Position and attach non-slip sole and top piece using manual and machine operations
		4.3	Trim back sole and heel by hand and machine, as appropriate
		4.4	Ink or stain sole and heel to match original shoe colour, polish and finish off as close to the original as possible prior to marking

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4.5 Check repaired shoes meet quality and enterprise standards

4.6 Package, label and store repaired shoes and maintain records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Tools include one or more of the following:

- shoe hammer
- tack hammer
- shoe knife
- sharpening stick

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- peg awl
- glue gun
- pincers
- nippers
- lasting pliers
- shears
- drag knife
- tack

Machines include one or more of the following:

- finishing machine
- sole press
- heat activator
- last
- heat pliers

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFR2003A Attach non-slip sole or heel top piece

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFR2003 Attach non-slip sole or heel top piece

Modification History

Release 1. Supersedes and is equivalent to LMTFR2003A Attach non-slip sole or heel top piece

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- inspecting shoes, identifying repair requirements and advising customer on costs prior to commencing shoe repair
- preparing workstation and work prior to commencing operations
- applying hand and machine techniques over the range of required operations to attach non-slip sole or heel top piece on at least three (3) occasions
- removing old top piece and non-slip sole back to waist using appropriate tools and methods, ensuring no damage to the shoe
- scouring and cleaning sole and heel area of shoe using appropriate hand and machine operations to ensure even finish
- preparing and re-stitching original sole by building up edges, as required, and using appropriate adhesive and primer according to manufacturer and workplace requirements
- positioning and attaching non-slip sole and top piece using manual and machine operations
- trimming back sole and heel by hand and machine, as appropriate, inking or staining sole and heel to match original shoe colour, and polishing and finishing off as close to the original as possible prior to marking
- repairing shoes to meet quality and enterprise standards and packaging, labelling and storing shoes
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- full range of footwear styles and their structure and construction
- characteristics and use of adhesives and primers, and their safe application and disposal

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- characteristics of typical leathers, fabrics, and other materials used in shoe construction and repair
- quality standards and leather handling procedures
- use of machines, equipment and tools, adhesives and primers, stains, dyes and inks
- general industry housekeeping policies and procedures
- quality practices
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in attaching sole or heel top piece, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFR2004 Replace half leather sole

Modification History

Release 1. Supersedes and is equivalent to LMTFR2004A Replace half leather sole

Application

This unit of competency covers the skills and knowledge required for the replacement of a half leather sole.

This unit of competency applies to the replacement of half leather soles, and includes all styles of shoes.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear repair

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to replace half leather sole**	2.1	Inspect shoes, identify repair materials and advise customer on costs prior to commencing shoe repair
		2.2	Prepare and review job sheet to ensure all requirements are included
		2.3	Determine appropriate method of replacing sole and heel, and select, check and prepare appropriate tools and materials
		2.4	Apply workplace procedures
3	**Prepare sole**	3.1	Remove top lifts and soles back to waist using the appropriate method and tools, ensuring no damage to the shoe
		3.2	Select replacement sole material of suitable thickness, and top pieces and lifts, appropriate to original footwear
		3.3	Mark waist using the new half sole as a guide, ensuring waist marks are equal on both items of footwear
		3.4	Skive half sole in a half moon shape, and taper from the waist mark to the toe consistent with workplace requirements
		3.5	Secure lasting margin, patch where necessary, and check or replace fillers, as required
		3.6	Scour half sole prior to securing
4	**Replace and finish sole**	4.1	Apply adhesive evenly to both bottom of shoe and sole and top lifts, leave to dry and reactive the adhesive
		4.2	Position sole and top lifts and secure using appropriate manual and machine operations
		4.3	Check quality of adhesion, adjust, as required, and stitch

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	sole using a sole stitching machine, if required
4.4	Trim edges of soles and top lifts manually or by machine
4.5	Ink or stain edges and heel lifts to match original shoe colour, polish and finish off
4.6	Clean, stain or colour and finish waist to the original colour
4.7	Package, label and store repaired shoes and maintain records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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include:

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFR2004A Replace half leather sole

Links

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Assessment Requirements for MSTFR2004 Replace half leather sole

Modification History

Release 1. Supersedes and is equivalent to LMTFR2004A Replace half leather sole

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- inspecting shoes, identifying repair materials and advising customer on costs prior to commencing shoe repair
- determining appropriate method of replacing sole and heel, and selecting, checking and preparing appropriate tools and materials
- removing top lifts and soles back to waist, ensuring no damage to the shoe, and selecting replacement sole material of suitable thickness, and top pieces and lifts, appropriate to original footwear
- marking waist using the new half sole as a guide, ensuring waist marks are equal on both items of footwear
- skiving half sole in a half moon shape, and tapering from the waist mark to the toe consistent with workplace requirements
- securing lasting margin, patching where necessary, and checking or replacing fillers as required
- scouring half sole prior to securing
- applying hand and machine techniques over the range of required operations
- using appropriate adhesive and primer according to manufacturer and workplace requirements
- repairing half leather soles on at least three (3) pairs of shoes to meet quality and enterprise standards
- checking quality of adhesion, adjusting, as required, and stitching sole using a sole stitching machine, if required
- trimming, inking or staining edges and heel lifts to match original shoe colour, polishing and finishing off
- packaging, labelling and storing repaired shoes and maintaining records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)

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- relevant Australian Standards
- full range of footwear styles and their structure or construction
- characteristics and use of adhesives and primers and their safe application and disposal
- characteristics of typical leathers, fabrics, and other materials used in shoe construction and repair
- use of machines, equipment and tools, adhesives and primers, stains, dyes and inks
- tools:
  - shoe hammer
  - tack hammer
  - shoe knife
  - sharpening stick
  - peg awl
  - glue gun
  - pincers
  - nippers
  - lasting pliers
  - shears
  - drag knife
  - tack
- machines:
  - finishing machine
  - heat activator
  - last
  - heat pliers
- quality standards and leather handling procedures
- repair and finish of shoes particularly in relation to use of machines, equipment and tools, adhesives and primers, stains, dyes and inks
- work health and safety (WHS) and environmental aspects of relevant repair processes
- general industry housekeeping policies and procedures
- quality practices
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in replacing half leather sole, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFR2005 Sew or patch by machine

Modification History

Release 1. Supersedes and is equivalent to LMTFR2005A Sew or patch by machine

Application

This unit of competency covers the skills and knowledge required to machine sew leather or other materials associated with the repair of footwear or other items.

This unit of competency applies to sewing or patching pieces of leather and other material. It covers the use of a basic sewing machine using straight stitching.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear repair

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to sew or patch by machine**	2.1	Inspect shoes or item, identify repair requirements and advise customer on costs prior to commencing repair
		2.2	Prepare and review job sheet to ensure all requirements are included
		2.3	Determine appropriate method of repair and select, check and prepare appropriate tools and materials
		2.4	Apply workplace procedures
3	**Prepare work pieces and machine**	3.1	Skive pieces for patching to ensure finished edges are smooth and flush, as required
		3.2	Solution pieces in place prior to stitching and finishing
		3.3	Set up and adjust machines in accordance with manufacturer instructions, workplace requirements and specifications for the work
		3.4	Test machine for correct operations, monitor machine performance and take appropriate action to rectify faults, as required
4	**Perform machine sewing and finish work**	4.1	Positon and machine pieces accurately to achieve required specifications and quality, including seam or hole line up and overstitching, as required
		4.2	Tap down stitches, and trim and burnish threads, as required
		4.3	Check quality of final product meets requirements
		4.4	Stain, clean, polish and finish off shoes or item to match original colour as close as possible
		4.5	Package, label and store repaired shoes or items and maintain records

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Set up machine includes the following:	• cleaning and checking to meet quality operations • selecting threads to match original threads and meet specifications • selecting needle to ensure correct type and size • setting and testing stitch length against required specifications • setting tension according to specifications • adjusting machine foot height to suit thickness and nature of material being repaired

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFR2005A Sew or patch by machine

Links

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Assessment Requirements for MSTFR2005 Sew or patch by machine

Modification History

Release 1. Supersedes and is equivalent to LMTFR2005A Sew or patch by machine

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- inspecting shoes, identifying repair materials and advising customer on costs prior to commencing shoe repair
- determining appropriate method of repair and selecting, checking and preparing appropriate tools and materials
- skiving pieces for patching to ensure finished edges are smooth and flush, and solutioning pieces in place prior to stitching and finishing
- setting up, adjusting and operating machines in accordance with manufacturers' instructions, workplace requirements and specifications for the work
- positioning and machining pieces accurately, including seam or hole line up and overstitching as required
- tapping down stitches, and trimming and burnishing threads, as required
- staining, cleaning, polishing and finishing off shoes or items to match original colour as close as possible
- repairing at least three (3) varieties of shoes or items to meet quality and enterprise standards
- identifying faults and taking appropriate action
- packaging, labelling and storing repaired shoes and maintaining records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- machines requiring the positioning, feeding, and handling of work pieces
- operating procedures of a basic sewing machine
- characteristics of typical leathers, fabrics, threads, and other materials used
- quality standards and handling procedures

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- work health and safety (WHS) and environmental aspects of relevant repair and assembly processes
- general industry housekeeping policies and procedures
- quality practices
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in sewing or patching by machine, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFR3001 Replace full sole and heel

Modification History

Release 1. Supersedes and is equivalent to LMTFR3001A Replace full sole and heel

Application

This unit of competency covers the skills and knowledge required for the replacement of a shoe sole and heel using a variety of replacement or repair methods.

This unit of competency applies to the replacement of a full sole and heel on a variety of shoe styles and replacement materials.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear repair

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to replace full sole and heel**	2.1	Inspect shoes, identify repair materials and advise customer on costs prior to commencing shoe repair
		2.2	Prepare and review job sheet to ensure all requirements are included
		2.3	Determine appropriate method of replacing sole, and select, check and prepare appropriate tools and materials
		2.4	Apply workplace procedures
3	**Prepare sole**	3.1	Remove heel pads, socks and top lifts, as appropriate
		3.2	Remove sole and heel block or sole or heel unit using the appropriate method and tools, ensuring no damage to the shoe
		3.3	Scour surface of the sole area of the shoe using appropriate hand or machine operations to ensure even finish
		3.4	Select pre-cut sole of appropriate thickness and material, or mark and cut sole from sheet of appropriate material and thickness
		3.5	Check and replace filler and welting, as required
4	**Replace and finish sole**	4.1	Apply adhesive evenly to both bottoms of shoe and sole, leave to dry and reactivate, as required
		4.2	Position sole or sole and heel unit and secure using appropriate manual and machine operations
		4.3	Check quality of adhesion, adjust as required
		4.4	Trim back sole to the appropriate edge by manual or machine operations and re-attach heel block

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4.5 Ink or stain sole and heel edges to match original shoe colour, polish and finish off

4.6 Package, label and store shoes and maintain records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Material includes one or more of the following:

- full leather sole and heels (welts)
- full resin sole and heel (cement lasted blakes)
- thermo plastic rubber (TPR)

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFR3001A Replace full sole and heel

Links

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Assessment Requirements for MSTFR3001 Replace full sole and heel

Modification History

Release 1. Supersedes and is equivalent to LMTFR3001A Replace full sole and heel

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- inspecting shoes, identifying repair materials and advising customer on costs prior to commencing shoe repair
- determining appropriate method of replacing sole, and selecting, checking and preparing appropriate tools and materials
- applying hand and machine techniques over the range of required operations to replace full sole and heel on at least three (3) pairs of shoes
- using appropriate adhesive and primer according to manufacturer and workplace requirements
- repairing shoes to meet quality and enterprise standards
- checking quality of adhesion, adjusting as required and stitching sole using a sole stitching machine, if required
- trimming, inking or staining sole and heel edges to match original shoe colour, polishing and finishing off
- packaging, labelling and storing repaired shoes and maintaining records

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- full range of footwear styles and their structure or construction
- characteristics and use of adhesives and primers and their safe application and disposal
- characteristics of typical leathers, fabrics, and other materials used in shoe construction and repair
- use of machines, equipment and tools, adhesives and primers, stains, dyes and inks
- machines:
  - finishing machine
  - heat activator

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    - last
    - heat pliers
- tools:
    - shoe hammer
    - tack hammer
    - shoe knife
    - sharpening stick
    - peg awl
    - glue gun
    - pincers
    - nippers
    - lasting pliers
    - shears
    - drag knife
    - tack
- quality standards and leather handling procedures
- repair and finish of shoes particularly in relation to use of machines, equipment and tools, adhesives and primers, stains, dyes and inks
- work health and safety (WHS) and environmental aspects of relevant repair processes
- general industry housekeeping policies and procedures
- quality practices
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in replacing full sole and heel, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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MSTFR3002 Operate sole stitcher

Modification History

Release 1. Supersedes and is equivalent to LMTFR3002A Operate sole stitcher

Application

This unit of competency covers the skills and knowledge required to stitch soles by machine for welt or veldschoen constructed footwear.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear repair

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to operate sole stitcher**	2.1	Inspect shoes or items, identify repair materials and advise customer on costs prior to commencing shoe repair
		2.2	Prepare and review job sheet to ensure all requirements are included
		2.3	Determine appropriate method of repair, and select, check and prepare appropriate tools and materials
		2.4	Apply workplace procedures
		2.5	Clean and check sole stitching machine and prepare shoe
		2.6	Set up, adjust, switch on and test machine in accordance with manufacturer instructions and workplace procedures
3	**Perform stitching**	3.1	Position shoe accurately and stitch using sole stitcher consistent with manufacturer procedures
		3.2	Trim and burnish threads, as required
		3.3	Monitor machine operation and respond to faulty operation with appropriate action
4	**Check and finish work**	4.1	Check final product to ensure repair meets enterprise quality requirements
		4.2	Ink or stain shoes to match original shoe colour as close as possible, polish and finish off
		4.3	Package, label and store shoes and maintain records

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Sole stitching machines include one or more of the following:	• blake sole stitcher • welt sole stitcher
Prepare shoe includes one or more of the following:	• securing sole to welting prior to sole stitching, if re-stitching a welt constructed shoe • securing upper and sole to the inner sole if re-stitching a veldschoen constructed shoe
Set up machine includes the following:	• setting tension according to specifications • checking wax pot • checking shoe guide for correct distance

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- checking channel knife for correct positioning for welt or veldschoen constructed shoe
- setting and testing stitch length against required specifications

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFR3002A Operate sole stitcher

Links

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Assessment Requirements for MSTFR3002 Operate sole stitcher

Modification History

Release 1. Supersedes and is equivalent to LMTFR3002A Operate sole stitcher

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- inspecting shoes, identifying repair materials and advising customer on costs prior to commencing shoe repair
- determining appropriate method of repair, and selecting, checking and preparing appropriate tools and materials
- setting up, adjusting, switching on, testing and monitoring machine in accordance with manufacturer instructions and workplace procedures
- applying machine stitching techniques
- positioning shoe accurately and stitch using sole stitcher consistent with manufacturer procedures on at least three (3) occasions
- trimming and burnishing threads, as required
- repairing shoes to meet quality and enterprise standards
- checking final product to ensure repair meets enterprise quality requirements
- inking or staining shoes to match original shoe colour as close as possible, polishing and finishing off
- identifying faults and taking appropriate action
- packaging, labelling and storing repaired shoes and maintaining records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- operating procedures of a sole stitcher
- characteristics of typical leathers, fabrics, threads and other materials used
- quality standards and handling procedures
- work health and safety (WHS) and environmental aspects of relevant repair and assembly processes
- general industry housekeeping policies and procedures
- quality practices

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- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in operating sole stitcher, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTFR3003 Hand sew welt

Modification History

Release 1. Supersedes and is equivalent to LMTFR3003A Hand sew welt

Application

This unit of competency covers the skills and knowledge required to hand sew welting to a welt constructed shoe.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear repair

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to hand sew welt**	2.1	Inspect shoes and advise customer on repair requirements and costs prior to commencing shoe repair
		2.2	Prepare and review job sheet to ensure all requirements are included
		2.3	Determine appropriate method of hand sewing welt replacement according to workplace procedures
		2.4	Cut original stitching from sole to welt and strip back sole to expose damaged welting
		2.5	Remove old stitching or welting and skive welt strip
3	**Perform hand sewing**	3.1	Select and check needle type and size
		3.2	Reattach sole to welt and stitch to achieve specified results and quality expectations
		3.3	Trim threads, as required
4	**Conduct final quality check**	4.1	Assess hand sewing operation meets workplace procedures and quality standards
		4.2	Document and take action to resolve faults or imperfections
		4.3	Clean, polish and finish off welt and shoe to match original shoe colour as close as possible
		4.4	Package label and store repaired shoes and record outcomes

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Stitch includes one or more of the following:	• speedy stitching • saddlery stitching

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFR3003A Hand sew welt

Links

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Assessment Requirements for MSTFR3003 Hand sew welt

Modification History

Release 1. Supersedes and is equivalent to LMTFR3003A Hand sew welt

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- inspecting shoes, identifying repair materials and advising customer on costs prior to commencing shoe repair
- determining appropriate method of hand sewing welt replacement according to workplace procedures
- cutting and removing original stitching from sole to welt, stripping back sole to expose damaged welting, and skiving welt strip.
- preparing and setting up welt for hand sewing
- reattaching sole to welt and stitching to achieve specified results and quality expectations on at least three (3) occasions
- trimming threads as required
- inspecting completed work and determining any rectification necessary
- cleaning, polishing and finishing off welt and shoe to match original shoe colour as close as possible
- packaging, labelling and storing repaired shoes and maintaining records

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- hazards associated with hand sewing process
- principles and techniques of hand sewing, including various types of stitches used
- technical information and specifications on needles, threads and materials
- relevant quality standards for hand sewing welts
- general housekeeping policies and procedures
- quality practices
- workplace procedures
- practices for recording and reporting.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in hand sewing welt, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFR3004 Re-cover footwear

Modification History

Release 1. Supersedes and is equivalent to LMTFR3004A Re-cover footwear

Application

This unit of competency covers the skills and knowledge required to re-cover footwear using glue or stitching methods.

This unit of competency applies to stripping and re-covering of shoes with new material.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear repair

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to re-cover footwear**	2.1	Inspect shoes, identify repair materials and advise customer on costs prior to commencing shoe repair
		2.2	Prepare and review job sheet to ensure all requirements are included
		2.3	Determine appropriate method of re-covering the shoe and select, check and prepare appropriate tools and materials
		2.4	Strip down shoe to separate upper, heel block and sole unit without causing damage to the shoe components
3	**Make patterns and secure fabric**	3.1	Mask heel block using appropriate masking process
		3.2	Cut out, check and adjust pattern as required
		3.3	Cover upper using appropriate masking technique
		3.4	Cut out material to match patterns, specifications and client requirements
		3.5	Secure fabric to upper
		3.6	Re-last the underneath of the shoe
4	**Finish and check shoe**	4.1	Reattach heel to the sole
		4.2	Secure sole using appropriate securing process
		4.3	Check cover for fit and finish and make adjustments as appropriate
		4.4	Ink, clean, polish and finish off sole and heels to match original shoe colour as close as possible
		4.5	Package, label and store re-covered shoes and maintain records

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFR3004A Re-cover footwear

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFR3004 Re-cover footwear

Modification History

Release 1. Supersedes and is equivalent to LMTFR3004A Re-cover footwear

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- inspecting shoes, identifying repair materials and advising customer on costs prior to commencing shoe repair
- determining appropriate method of recovering shoe, and selecting, checking and preparing appropriate tools and materials
- stripping down shoe to separate upper, heel block and sole unit without causing damage to the shoe components
- making patterns of shoe components, and cutting and securing fabric
- re-covering shoes to meet quality and enterprise standards on at least two (2) occasions
- securing fabric and assembling shoe components
- checking cover for fit and finish and making adjustments as appropriate
- inking, cleaning, polishing and finishing off sole and heels to match original shoe colour as close as possible
- packaging, labelling and storing repaired shoes and maintaining records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- full range of footwear styles and their structure and construction
- characteristics and use of adhesives and primers and their safe application and disposal
- characteristics of typical leathers, fabrics, and other materials used in shoe construction and repair
- quality standards and leather handling procedures
- general industry housekeeping policies and procedures
- quality practices
- workplace procedures
- practices for recording and reporting.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in re-covering footwear, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFR3005 Dye footwear or leather product

Modification History

Release 1. Supersedes and is equivalent to LMTFR3005A Dye footwear or leather product

Application

This unit of competency covers the skills and knowledge required to strip, dye and finish footwear products or other items.

This unit of competency applies to various leathers and synthetics. Dyes, paints and finishes may be applied by hand or mechanical means.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear repair

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to dye footwear or leather**	2.1	Inspect shoes or leather product and advise customer on repair requirements and costs prior to commencing repair
		2.2	Prepare and review job sheet to ensure all requirements are included
		2.3	Asses leather, fabric or material composition and finish of shoe or product to determine requirement for stripping and dyeing
		2.4	Strip back surface to original form using appropriate technique, processes or materials to remove dirt and polish
		2.5	Apply preparing agent and mask areas not to be dyed, using appropriate masking technique
3	**Prepare and apply dye**	3.1	Select colour of dye, finish, stain, or paint to match original requirements
		3.2	Prepare stain, dye, finish or paint in compliance with job sheet and client requirements
		3.3	Use relevant application method to apply dye, stain, finish or paint by hand or spray can or spray gun to ensure adequate coverage and standard
		3.4	Dry product, as required
4	**Finish shoe or leather product**	4.1	Apply leather dressing to seal product, as required
		4.2	Finish shoe or product, including buffing and polishing
		4.3	Check, package, bag and label product consistent with workplace requirements
		4.4	Record outcomes

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Footwear leather and fabrics include one or more of the following:	• leather, such as:
	  • calf
	  • cow hide
	  • kid
	  • goat
	  • buffalo
	  • kangaroo
	  • reptile
	  • sheep

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- ostrich
- emu
- pig

- fabrics, such as:
  - satin
  - silk
  - taffeta
  - rubber
  - cork
  - metal
  - thermo plastic rubber (TPR)

Application methods include one or more of the following:

- hand
- can
- machine sprayers

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFR3005A Dye footwear or leather product

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTFR3005 Dye footwear or leather product

Modification History

Release 1. Supersedes and is equivalent to LMTFR3005A Dye footwear or leather product

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- liaising with customer to check work order and confirm costs
- assessing dyeing requirements
- applying hand and machine stripping, preparing and dyeing techniques on at least three (3) different footwear or other leather product surfaces to meet quality and enterprise standards
- selecting colour of dye, finish, stain, or paint to match original requirements
- selecting, preparing and using relevant application method to apply dye, stain, finish or paint by hand or spray can or spray gun to ensure adequate coverage and standard
- matching colours
- applying leather dressing to seal product as required, and finishing shoe or product, including buffing and polishing
- checking, packaging, bagging and labelling product consistent with workplace requirements
- recording outcomes.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- range and characteristics and use of pigments, dyes, colours, stains, finishes and paints, and their safe application and disposal
- characteristics of typical leathers, fabrics, and other materials used in shoe construction and their reaction to strippers, dyes and stains
- colour matching techniques
- quality standards and leather handling procedures
- general industry housekeeping policies and procedures
- quality practices

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- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in dyeing footwear or leather products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTFR3006 Undertake specialised footwear repair techniques

Modification History

Release 1. Supersedes and is equivalent to LMTFR3006A Undertake specialised footwear repair techniques

Application

This unit of competency covers the skills and knowledge required to undertake repair of footwear requiring specialised repair techniques.

This unit of competency applies to regeneration of vintage shoes, repair of stiletto or tap shoes, stretching of shoes, or repair of shoes made from expensive or purpose-built designs or materials.

Work requires individuals to demonstrate discretion, judgement and problem solving skills in the repair of footwear.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Footwear repair

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to undertake specialised footwear repair**	2.1	Examine footwear to assess repair requirements
		2.2	Identify client priorities, preferences, budget and timelines
		2.3	Confirm procedure for repair with client and calculate initial pricing
		2.4	Obtain client agreement to proceed with service and document requirements
		2.5	Identify special care and repair requirements of footwear materials and design features, and select specialised repair techniques
		2.6	Prepare work area, materials and equipment and identify any additional skill needs required to undertake specialised repair
3	**Repair footwear**	3.1	Repair footwear using specialised repair techniques and workplace procedures
		3.2	Check footwear to ensure repair meets quality standards
		3.3	Manage actual costs against initial pricing
4	**Finish repair and present to client**	4.1	Finish footwear according to repair requirements
		4.2	Polish or clean footwear, as necessary, and present to client
		4.3	Apply interpersonal skills to conduct final inspection to

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ensure completed work meets client needs and expectations, and workplace quality standards

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Specialised repair includes one or more of the following:

- rejuvenation or repair of vintage shoes
- repair of shoes with uncommon or expensive fabrics or materials
- repair of specialised footwear, such as shoes with special design features (e.g. stilettos)
- repair of shoes that are purpose built (e.g. for fire protection, tap or dance shoes)
- stretching of shoes

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Footwear materials include two or more of the following:

- leather, such as:
  - calf
  - cow hide
  - kid
  - goat
  - buffalo
  - kangaroo
  - reptile
  - sheep
  - ostrich
  - emu
  - pig
- adhesives and chemicals, such as:
  - polyurethane adhesives
  - rubber cement
  - methyl ethyl ketone
  - halogenation solvent
  - dichloromethane
  - petrol
  - methylated spirits
  - solvent-based spray finishes
  - solvent-based emulsions
- fabrics, such as:
  - satin
  - silk
  - taffeta
  - rubber
  - cork
  - metal
  - thermo plastic rubber (TPR)

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTFR3006A Undertake specialised footwear repair techniques

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Links

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Assessment Requirements for MSTFR3006 Undertake specialised footwear repair techniques

Modification History

Release 1. Supersedes and is equivalent to LMTFR3006A Undertake specialised footwear repair techniques

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting repair requirements
- confirming repair procedures and costs with client
- identifying special care and repair requirements of footwear materials and design features, and selecting specialised repair techniques
- repairing footwear using specialised techniques on at least three (3) different specialised footwear items
- finishing footwear according to repair requirements and polishing or cleaning footwear, as necessary, and present to client
- applying interpersonal skills to conduct final inspection and to present completed item to client, to ensure completed work meets client needs and expectations, and workplace quality standards.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry and product processes and equipment for specialised repair techniques
- a range of footwear materials, including their response to repair techniques
- features of specialised footwear and footwear designs
- footwear materials
- quality practices
- workplace procedures
- recording and reporting practices

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in undertaking specialised footwear repair, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN2001 Use steaming and pressing equipment in TCF production

Modification History

Release 2. Supersedes and is equivalent to MSTGN2001 Use steaming and pressing equipment in TCF production (Release 1)

Removed duplication of element 4.1 and 4.4

Release 1. Supersedes and is equivalent to LMTML2006A Use millinery steaming and pressing equipment

Application

This unit of competency covers skills and knowledge required to use steaming and pressing equipment in textile or clothing production operations, dry cleaning, laundry operations and millinery. It applies to garment or textile production, servicing and presentation according to the requirements and standards of the relevant textile, clothing and footwear (TCF) industry sector.

The unit of competency applies to pressing work where the position and handling of work are under the control of the operator and operator skills contribute to the final appearance and finish of the work.

The unit of competency applies to maintaining and operating equipment to press work that requires knowledge of a wider range of fabrics or more complex items. Work may be conducted in small to large scale enterprises and may involve individual and team activities.

This unit of competency is applicable to all sectors of the TCF industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements		Performance criteria	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to use steaming and pressing equipment**	2.1	Prepare work area according to industry production sector and workplace procedures
		2.2	Select, check and inspect steaming and pressing equipment and workstation
		2.3	Identify materials to be steamed or pressed and their performance characteristics
3	**Test pressing and steaming equipment**	3.1	Test steaming of sample materials according to composition and construction of materials
		3.2	Test pressing of sample materials according to composition and construction of materials
		3.3	Adjust settings on pressing and steaming equipment, as necessary
		3.4	Identify operational problems of equipment, report and address
4	**Use steaming and**	4.1	Conduct steaming and pressing according to the tests on

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pressing equipment		material samples and manufacturer instructions
	4.2	Engage steaming and pressing equipment to form, adjust, finish and present garments, textiles or millinery, as required
	4.3	Disengage steaming and pressing equipment according to manufacturer instructions

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • personal protective equipment (PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Industry production sectors include, but are not limited to, the following:	• garments • textiles • millinery • laundry

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- dry cleaning

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Check and inspect includes, but is not limited to, the following:

- inspecting tags or documents to ensure certified electrical testing has been conducted on electrical equipment
- checking water reservoirs are filled to the designated levels in relevant equipment
- inspecting contact surfaces of steaming and pressing equipment are clean
- checking thermostats are in working order and set at appropriate temperature
- checking condition of electrical cords

Materials include, but are not limited to, one or more of the following:

- woven
- knitted
- non-woven
- trims and components
- fusing
- woven cottons
- denim
- single knits
- tricot
- gabardine
- cotton drill
- calico
- double knit
- rugby knit
- poplin
- pre-formed millinery materials
- flat materials
- braids
- foundation fabrics, such as canvas

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Unit Mapping Information

Release 2. Supersedes and is equivalent to MSTGN2001 Use steaming and pressing equipment in TCF production (Release 1)

Release 1. Supersedes and is equivalent to LMTML2006A Use millinery steaming and pressing equipment

Links

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Assessment Requirements for MSTGN2001 Use steaming and pressing equipment in TCF production

Modification History

Release 2. Supersedes and is equivalent to MSTGN2001 Use steaming and pressing equipment in TCF production (Release 1)

Removed duplication of element 4.1 and 4.4

Release 1. Supersedes and is equivalent to LMTML2006A Use millinery steaming and pressing equipment

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- setting up equipment to suit job requirements and performing routine checking and maintenance
- operating equipment according to manufacturer specifications
- identifying material characteristics
- testing material samples
- steaming and pressing a variety of materials and/or items according to the tests on material samples and manufacturer's instructions, on at least three (3) occasions
- using steaming and pressing equipment to form, adjust, finish and present garments, textiles, laundry or dry cleaning items or millinery, as appropriate to the sector
- reporting and documenting processes, as required
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- material types and their performance characteristics:
  - reaction to heat, steam, time and pressure, including:
    - stretching
    - shrinking
    - elasticity
    - tension

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    - drying time
- manufacturer instructions for:
    - SOPs
    - troubleshooting
    - minor maintenance procedures
    - limitations of usage
    - conditions of warranty
    - suggested temperature, timing and moisture for various materials
- operation of steaming and pressing equipment to form, adjust, finish and present garments, textiles, millinery, laundry or dry cleaning items, as appropriate to the sector
- steaming and pressing equipment, such as:
    - irons
    - presses
    - industrial steam irons
    - suction boards
    - sleeve board
    - sleeve roll
    - millinery steamer
    - hot block
    - hat stretcher
    - hairdryer
    - industrial pressing station
    - ironing board
    - water bottle
    - pressing pad or roll
    - needle board
    - pressing cloth
    - distilled water
- equipment testing and checking
- material samples testing:
    - testing on a small piece of material at various heat settings to ascertain optimum settings (temperature and time) for the material
    - test material reaction to steam or water
- procedures to engage and disengage tools and equipment:
    - turning-on electricity source
    - setting temperature and timing devices
    - pre-heating
    - turning off power source
    - allowing equipment to cool before storage
    - emptying water reservoir

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  - cleaning equipment
  - disassembling parts ready for storage
- steaming and pressing presentation:
  - components
  - finished items for packaging or storage
  - finished items after unpacking
  - a finished item to revitalise it
  - items ready for visual merchandising
  - a finished item ready for despatch
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in using steaming and pressing equipment in TCF production, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

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MSTGN2002 Package and handle TCF items for storage or despatch

Modification History

Release 1. Supersedes:

- LMTCL2014 Pack, store, handle and despatch headwear
- LMTDC2009A Prepare articles for storage or despatch
- LMTTF2003A Package and handle products for despatch

Not equivalent

Application

This unit of competency covers the skills and knowledge required to compile, pack and consign orders according to required handling and transportation process in textile, clothing and footwear (TCF) sectors, including clothing and textile production, dry cleaning and laundry operations.

This unit of competency applies to handling items and coordinating orders for delivery or collection or storage. The unit applies to a range of TCF sectors and the evidence requirements may focus on one or more industry sectors or workplace contexts.

This unit of competency is applicable to all sectors of the TCF industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to handle, package and store TCF items**	2.1	Identify or confirm storage and handling requirements and workplace procedures
		2.2	Prepare work area, tools and equipment
		2.3	Check records to assist with process and confirm quality of items
		2.4	Identify the range of products or items manufactured or serviced by the workplace
		2.5	Locate, retrieve, lift and transport items, as required, using appropriate equipment and according to WHS and workplace procedures
3	**Prepare and package TCF items**	3.1	Check product identification and add labels, tags and instructions, as required
		3.2	Fold, hang and pack items, as required, for storage, collection, loading or delivery according to WHS, hygiene and workplace procedures for handling finished articles
		3.3	Restrain products to prevent unfolding and seal or tie packaging, as required, for protection

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		3.4	Compile orders to workplace and customer specifications and requirements
		3.5	Coordinate and sequence orders to meet delivery or collection timetable
4	**Store or despatch articles and maintain records**	4.1	Check specifications and documentation
		4.2	Store items in an appropriate location ready for pick-up, loading or delivery
		4.3	Coordinate preparation and despatch of orders to meet delivery or collection timetables and workplace procedures
		4.4	Communicate appropriately with relevant personnel to deal with damaged or inferior products and resolve problems
		4.5	Complete relevant documentation and maintain records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- PPE
- quality practices, including responsibility for

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	maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Preparation of work area includes, but is not limited to, one or more of the following:	clearing and cleaning work area in preparation for packaging and handling process examining tools and equipment damage, missing components or other defects (including frayed power cords where applicable) checking extension power cables for knots and insulation damage connecting electrical tools safely to power supply using safety equipment during tool operation in accordance with WHS practices

Tools and equipment include, but are not limited to, one or more of the following:	• manual or powered conveyancing equipment
	• manual or powered lifting and hoisting equipment
	• trucks and other manual or powered equipment for transporting products
	• manual or powered packaging equipment, including:
	  • nailing
	  • stapling
	  • banding machines

Unit Mapping Information

Release 1. Supersedes:

- LMTCL2014 Pack, store, handle and despatch headwear
- LMTDC2009A Prepare articles for storage or despatch
- LMTTF2003A Package and handle products for despatch

Not equivalent

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN2002 Package and handle TCF items for storage or despatch

Modification History

Release 1. Supersedes:

- LMTCL2014 Pack, store, handle and despatch headwear
- LMTDC2009A Prepare articles for storage or despatch
- LMTTF2003A Package and handle products for despatch

Not equivalent

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- preparing and maintaining work area, tools and equipment
- handling products or items safely, according to hygiene requirements and workplace procedures
- locating and interpreting specifications and confirming requirements of customer and enterprise
- operating manual or powered handling and packaging equipment
- folding, hanging and packing items as required for storage, collection, loading or delivery according to safety and workplace procedures for handling finished items, on at least two (2) occasions
- communicating appropriately with relevant personnel to report and respond to inconsistencies or other problems
- compiling and coordinating orders for storage and despatch
- complying with relevant federal and state or territory legislative or regulatory requirements
- documenting actions maintaining relevant work records in accordance with workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- workplace or enterprise policies and procedures
- packing, processing, handling, storage and despatch procedures, such as:
  - product folding techniques
  - checking specifications and documentation

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    - consigning orders
    - sequencing delivery points
    - coordinating delivery and collection timetables
- quality standards
- work health and safety (WHS), hygiene and environmental aspects related to workplace operation and manual handling
- operating principles of product handling and packaging equipment
- the range of TCF products manufactured or serviced by the workplace, such as:
    - garments
    - accessories
    - millinery
    - laundry items
    - canvas and sail products
    - textiles
- relevant product specifications for identified workplace or job role
- environmental requirements of relevant industry sector and workplace procedures
- storage machines and equipment, such as:
    - manual and electrical packaging equipment
    - mechanical storage conveyors
    - static railing
- loading, delivery and pick-up procedures
- power sources, such as single phase, three phase and weather protected outlets
- workplace procedures
- practices for recording and reporting
- federal and state or territory legislative or regulatory requirements.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in packaging and handling TCF items for storage or despatch, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN2003 Work in the TCF industry

Modification History

Release 1. Supersedes and is equivalent to LMTGN2003B Work in the Textiles, Clothing and Footwear industry

Application

This unit of competency covers the skills and knowledge required to identify key production processes within a textiles, clothing and footwear (TCF) sector.

The unit of competency applies to all sectors in the TCF industry. It may be applied to a specific sector but must include production processes and flow of product from raw materials through to distribution.

The unit of competency applies to working in any sector of the TCF industry and includes identification of applicable legislation, guidelines and workplace practices for the relevant sector.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to work in the TCF industry**	2.1	Identify relevant TCF sectors
		2.2	Identify Industry representatives and their roles
		2.3	Identify relevant legislation and guidelines common to employment within identified TCF sector
		2.4	Identify TCF worker rights, responsibilities and legal obligations
		2.5	Identify features of product quality in identified workplace
		2.6	Recognise the role of employability skills in TCF workplace
3	**Identify production processes and supply chains**	3.1	Identify materials used in the TCF workplace
		3.2	Identify workplace production processes for converting materials into products
		3.3	Identify workplace supply chains for products
4	**Recognise workplace processes**	4.1	Identify workplace practices and describe key activities of workplace
		4.2	Distinguish key personnel and their roles
		4.3	Identify WHS practices and participate in initial WHS

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			orientation
		4.4	Identify workplace areas or departments and their role in the production process
5	**Learn skills for productive work**	5.1	Identify required skills for current work role
		5.2	Recognise own skills and skills limitations, and identify opportunities for further skill development
		5.3	Develop a plan for learning required skills, with support of supervisor
		5.4	Participate in learning and development activities
6	**Manage own work**	6.1	Take responsibility for own work tasks and role
		6.2	Exercise initiative and express ideas and suggestions for improvements in own work processes
		6.3	Apply problem-solving strategies to address problems, inconsistencies or concerns when fulfilling work role
		6.4	Monitor own work against workplace standards, identify areas for improvement, and seek improvement
		6.5	Work effectively and cooperatively with others in work team

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of

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the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Materials include, but are not limited to, one or more of the following:	• natural and synthetic fibres, fabrics and textiles • animal hides • components, such as buttons and zips
Key personnel include, but are not limited to, one or more of the following:	• supervisor or team leader • production staff and operators • management and specialist support staff • unions or industry associations or representatives • WHS representatives
WHS practices	WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • SOPs • PPE • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents

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- environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN2003B Work in the Textiles, Clothing and Footwear industry

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN2003 Work in the TCF industry

Modification History

Release 1. Supersedes and is equivalent to LMTGN2003B Work in the Textiles, Clothing and Footwear industry

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- recognising key industry sectors and industry bodies
- identifying relevant standards, legislation and guidelines common to employment within identified TCF sector
- identifying production processes and supply chains in identified TCF sector
- recognising own skills and skills limitations, and identifying opportunities for further skill development
- distinguishing key roles, process and personnel in identified workplace
- taking responsibility for own work tasks and role and monitoring own work against workplace standards
- working effectively and cooperatively with others in work team.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- key industry and workplace processes and representatives:
  - industry associations
  - unions
  - relevant legislative bodies governing work health and safety (WHS), environmental protection and anti-discrimination
- applicable legislation and guidelines:
  - WHS
  - anti-discrimination
  - equal employment opportunities (EEO)
  - workplace diversity
  - freedom of information
  - environmental guidelines

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    - industrial relations awards
    - Australian Standards
- industry terminology and acronyms
- TCF industry relevant sectors which relate to, overlap or are part of the supply chain to the workplace, such as:
    - textile production
    - early stage wool processing
    - cotton ginning
    - textile fabrication
    - clothing production
    - millinery
    - footwear production
    - footwear repair
    - leather production
    - laundry operations
    - dry cleaning operations
    - TCF mechanic/technician
    - medical grade footwear
    - technical textiles and non-wovens
    - fashion design and technology
- quality standards and practices:
    - specified standards of production
    - consistency in quality
    - producing to specification
    - working within specified time requirements
    - meeting customer requirements
- job descriptor
- roles and functions of departments/sections/units
- supply chain:
    - product flow from raw materials to production, distribution, marketing and sale
    - customers and suppliers
- WHS practices, including hazard identification and control measures
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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- have vocational competency in working in the TCF industry, at least to the level being assessed, with relevant industry knowledge and experience.

- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN2004 Work in a team environment

Modification History

Release 1. Supersedes and is equivalent to LMTGN2004B Work in a team environment

Application

This unit of competency covers the skills and knowledge required to work in a team environment.

The unit of competency applies to working in a team environment with limited discretionary powers. It relates to a variety of environments, including restricted space and hazardous, controlled or exposed conditions.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Identify work activities**	2.1	Identify team role and tasks
		2.2	Identify individual tasks that are part of the team requirement
		2.3	Prioritise team and individual activities as directed
		2.4	Identify own role and responsibilities within team environment
3	**Plan work team activities**	3.1	Identify components of work activities and the relevant procedure or work instruction
		3.2	Identify roles and responsibility of team members
		3.3	Identify reporting relationships within team and external to team
		3.4	Identify responsibility for own skill development to support team functioning
		3.5	Record and report activities orally or in writing as required by procedures or work instructions
4	**Participate in a team**	4.1	Use interpersonal skills appropriate to the work context to support effective teamwork
		4.2	Seek assistance from team members to complete allocated tasks
		4.3	Acknowledge team roles and support team members in achieving their role

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4.4	Contribute to team planning and opportunities to improve the efficiency of the work of the team
4.5	Apply teamwork within and between work teams to respond to routine problems and benefit workplace outcomes

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Routine problems include, but are not limited to, one or more of the following:	• required information or materials not available • required tools or equipment not available • conflict of work priorities • interpersonal conflict within the team or between teams

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN2004B Work in a team environment

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN2004 Work in a team environment

Modification History

Release 1. Supersedes and is equivalent to LMTGN2004B Work in a team environment

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- operating in a team to complete workplace activities
- identifying, planning, clarifying and checking work team activities
- conveying information in written or oral form according to procedures
- working effectively with others to respond to routine problems
- selecting and using appropriate workplace language and interpersonal skills to support effective teamwork
- demonstrating teamwork within and between work teams to respond to routine problems and benefit workplace outcomes
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- operation of work systems, equipment and management, site and organisational operating procedures
- impact of job on workplace and team and individual performance
- ways to provide support to other team members
- ways to modify activities depending on team requirements and workplace contexts
- appropriate communications, consistent with the culture of the workplace
- ways to handle performance issues
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in working in a team environment, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN2005 Perform minor maintenance

Modification History

Release 1. Supersedes and is equivalent to LMTGN2005B Perform minor maintenance

Application

This unit of competency covers skills and knowledge to provide minor maintenance of production machines.

The unit of competency applies to checking machine performance and undertaking minor adjustments to production machines.

Work involves limited discretion, initiative and judgement on the job in own work, including liaison with specialist mechanics and technicians.

Work may be conducted in a variety of environments, such as operational workplace activities, restricted space and hazardous, controlled or exposed conditions.

Work may be undertaken on a range of machines that may include microprocessor or computer controls.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Operate machine and assess performance**	2.1	Start and stop machine according to manufacturer requirements
		2.2	Monitor machine operation and production readings to ensure correct procedures are assessed and product meets quality standards
		2.3	Identify and report problem with machine
3	**Rectify minor machine fault**	3.1	Identify, address and report minor tool faults in machine and associated equipment, where necessary, to meet specified requirements
		3.2	Identify, document and report major machine or product faults and inform appropriate personnel
		3.3	Complete machine maintenance records and other documentation accurately
4	**Maintain effective machine operation**	4.1	Clean machine according to WHS practices and schedules, workplace procedures and manufacturer cleaning instructions

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4.2 Lubricate machine according to workplace requirements and schedules, workplace procedures and manufacturer lubricating instructions

4.3 Check machine to ensure correct operation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN2005B Perform minor maintenance

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Links

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Assessment Requirements for MSTGN2005 Perform minor maintenance

Modification History

Release 1. Supersedes and is equivalent to LMTGN2005B Perform minor maintenance

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- starting and stopping machines and undertaking machine maintenance according to specifications, on at least two (2) occasions
- recognising fault conditions
- monitoring operating performance of machine, including machine production readings, against machine specifications
- making minor adjustments to rectify minor machine faults or problems
- completing all required tasks within job role for maintaining machine operations
- applying workplace procedures
- recording and reporting machine or product faults.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- procedures and guidelines for safe operation and maintenance of machines
- typical fault conditions and related fault-finding procedures
- basic machine maintenance and repair techniques
- cleaning and lubricating techniques
- technical specifications manuals
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing minor machine maintenance, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN2006 Perform test or inspection to check product quality

Modification History

Release 1. Supersedes and is equivalent to LMTGN2006B Perform test or inspection to check product quality

Application

This unit of competency covers the skills and knowledge required to test or inspect product quality.

The unit of competency applies to periodic testing or inspection of raw materials or finished products as part of the production process.

Limited discretion, initiative and judgement may be demonstrated on the job in own work, either individually or in a team environment. Work may be conducted in a variety of environments, including operational workplace activities, restricted space, and hazardous controlled or exposed conditions.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for test or inspection**	2.1	Select appropriate materials or samples to test aspects of product quality
		2.2	Select and prepare equipment and confirm calibration
3	**Perform test or inspection**	3.1	Use prescribed testing or inspection procedures to test samples against specified standards
		3.2	Comply with workplace procedures, required quality standards and check procedures
4	**Record and report result**	4.1	Convert collected data into a form suitable for interpretation, where required
		4.2	Report outcomes and advise appropriate personnel
		4.3	Document and record process and result

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Equipment includes, but is not limited to, one or more of the following:	• purpose built test equipment • general test or inspection equipment related to the particular requirements
Aspects of product quality include, but are not limited to, the following:	• consistency in quality • producing to specification • producing within time requirements • meeting customer requirements

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN2006B Perform test or inspection to check product quality

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN2006 Perform test or inspection to check product quality

Modification History

Release 1. Supersedes and is equivalent to LMTGN2006B Perform test or inspection to check product quality

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two occasions and include

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- clarifying and confirming requirements
- setting and operating test or inspection equipment
- testing or inspecting samples on at least two (2) occasions
- interpreting and applying established procedures
- documenting, assessing and reporting data
- maintaining accurate records
- applying workplace procedures.
-

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- inspection and testing processes relevant to the product, such as:
  - visual checking
  - colour matching
  - weighing
  - height
  - weight
  - thickness measuring
  - moisture measuring
  - measuring rubbing fastness
  - stretch
  - wear
  - cracking

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  - colour
  - gloss
  - softness
  - handle
  - texture
  - light and colour fastness
  - heat fastness
  - tensile characteristics
  - flexibility
- test equipment and its operation
- relevant measurement techniques and quality checking procedures
- setting and adjustment requirements
- characteristics of materials
- recording and reporting procedures
- aspects of quality
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing test or inspection to check product quality, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN2007 Select, transfer and remove materials and products

Modification History

Release 1. Supersedes and is equivalent to LMTGN2007B Select, transfer and remove materials and products

Application

This unit of competency covers skills and knowledge required to select, transfer and remove materials and products in support of the production processes.

Work requires discretion, initiative and judgement. Work may be conducted in a variety of environments, such as operational workplace activities, restricted space, hazardous, controlled or exposed conditions.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

This unit does not cover the use of a forklift.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Determine requirements**	2.1	Review work requests and confirm requirements
		2.2	Organise, confirm and record tasks according to specified procedures
		2.3	Select, check and correctly use relevant personal and other safety equipment, where needed
		2.4	Identify and organise appropriate equipment for transferring materials
3	**Select materials and products**	3.1	Interpret documentation and identify codes and references indicating source, customer, storage location or batch, where relevant
		3.2	Identify and select materials or products to be loaded or unloaded
		3.3	Document and report non-conforming materials and products
		3.4	Update transfer and store documentation
4	**Load, unload and transfer materials or products**	4.1	Use suitable equipment (other than forklift) to load and unload materials according to materials handling requirements, safe work practices and correct manual handling techniques

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4.2	Transfer materials to correct destination
4.3	Apply environmental requirements and procedures concerned with waste, pollution and recycling of materials at all stages of the process
4.4	Maintain and clean materials, equipment and work environment
4.5	Complete relevant documentation associated with tasks

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Equipment includes, but is not limited to, one or more of the following:	• hand and power tools • pallet truck and hand trolleys • overhead cranes

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN2007B Select, transfer and remove materials and products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN2007 Select, transfer and remove materials and products

Modification History

Release 1. Supersedes and is equivalent to LMTGN2007B Select, transfer and remove materials and products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting work orders and industry documentation
- identifying and locating materials and products
- using suitable equipment (other than forklift) to load and unload materials according to materials handling requirements, safe work practices and correct manual handling techniques
- loading/unloading and transporting materials and products on at least two (2) occasions
- documenting and reporting non-conforming materials and products
- maintaining clean equipment, machines and work environment
- applying workplace procedures
- completing relevant documentation and maintaining records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- use of products and materials
- procedures to handle products and materials
- materials handling requirements
- correct manual handling techniques
- procedures to use required equipment
- despatch and receival procedures
- loading and unloading procedures
- industry documentation and work orders
- cleaning of machines and equipment
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in selecting, transferring and removing materials and products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN2008 Coordinate work of team or section

Modification History

Release 1. Supersedes and is equivalent to LMTGN2008B Coordinate work of team or section

Application

This unit of competency covers the skills and knowledge required to coordinate work of a team or section.

The unit of competency applies to coordinating and monitoring the work of a team or section.

Work requires discretion, initiative and judgement. Work may be conducted in a variety of environments, such as operational workplace activities, restricted space, and hazardous, controlled or exposed conditions.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Plan and coordinate work schedules**	2.1	Confirm tasks, jobs and work priorities with supervisor or manager
		2.2	Use appropriate procedure to assign materials and tasks to team, section and individuals
		2.3	Establish and communicate priority of tasks to team, section or individuals
		2.4	Organise materials to meet work requirements
3	**Monitor performance and quality**	3.1	Communicate orally or in writing with team, section or individuals to establish required work standard and ensure understanding of task requirements
		3.2	Monitor and report standard of performance, including quality standards of team, section or individuals, to ensure achievement of outcomes
		3.3	Provide instruction and support as required to achieve standards and outcomes
		3.4	Communicate proposals for improvements to work processes, efficiency and organisation to appropriate personnel
		3.5	Identify proposals to prevent or correct problems and report to appropriate personnel, according to workplace procedures

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4	**Communicate with work team, section and individuals**	4.1	Monitor implementation of WHS and environmental standards and procedures and provide feedback to work team, section and individuals
		4.2	Use effective communication to explain work related information
		4.3	Seek feedback from team, section members and individuals to help team work effectively

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Appropriate personnel include, but are not limited to, one or more of the following:	• line supervisor or manager • team or section leaders • supervisors or managers in other sections

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- technical specialists

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN2008B Coordinate work of team or section

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN2008 Coordinate work of team or section

Modification History

Release 1. Supersedes and is equivalent to LMTGN2008B Coordinate work of team or section

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- prioritising and organising resources (machines, staff, materials and production processes) and allocating work
- using appropriate procedures to assign materials and tasks to team, section and individuals
- providing instruction and advice
- maintaining and monitoring procedures
- identifying and reporting problems with work flow
- analysing and recording results according to workplace procedures
- using effective oral and written communication to explain work related information and seek feedback from team, section members and individuals to help team work effectively
- monitoring and reporting on performance and quality standards, and providing instruction and support as required to achieve standards and outcomes.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- production and work flow system in the team
- factors and constraints that impact on effective work flow
- effective work methods to achieve production objectives and timelines
- procedures to allocate tasks:
  - expression of interest
  - worker preference or choice
  - ballot
  - line supervisor directive
  - team consensus
- problem prevention and resolution
- methods for monitoring and coordinating the use of resources

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- quality assurance standards and practices
- effective communication:
  - effective verbal and non-verbal communication
  - oral, written and visual communication
  - active listening
  - positive language
  - recognising and adapting to cultural differences
  - negotiation and conflict resolution skills
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in coordinating work of a team or section, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN2010 Perform tasks to support production

Modification History

Release 1. Supersedes and is equivalent to LMTGN2010B Perform tasks to support production

Application

This unit of competency covers the skills and knowledge required to perform tasks to support production.

The unit of competency applies to a range of manual tasks that support production processes and which are not covered by a specific unit of competency. Production support tasks include cleaning and housekeeping, assisting in loading, feeding and unloading transporting equipment, loading and unloading materials from machines, storing materials, and recording and documenting tasks.

Work may be conducted in a variety of environments, including operational workplace activities, restricted space and hazardous, controlled or exposed conditions.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry. Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Perform general production-related duties and tasks**	2.1	Clarify required duties and tasks with a supervisor or team member
		2.2	Organise required equipment and tools, and check to confirm good working condition
		2.3	Ask questions to confirm procedures and ensure own knowledge and skill is adequate to perform tasks
		2.4	Perform tasks to meet requirements and comply with record keeping and workplace procedures
3	**Perform general cleaning duties**	3.1	Clarify cleaning duties to establish requirements
		3.2	Determine, prepare and use appropriate cleaning equipment for specific tasks
		3.3	Implement procedures for handling, storage and disposal of cleaning liquids according to manufacturer specifications
		3.4	Assess cleaning against housekeeping requirements and complete required documentation
4	**Assist in transfer or removal of materials or**	4.1	Confirm work requests, organise tasks and record according to specified procedures
		4.2	Provide assistance in transfer or removal of materials or

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products		products
	4.3	Use appropriate methods and manual handling techniques
	4.4	Handle materials and products to facilitate environmental protection, safe waste disposal, pollution control and recycling
	4.5	Complete required documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices
- Safe handling and disposal of chemicals as per site policies and MSDS

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Equipment and tools include, but are not limited to, one or more of the following:	• cleaning equipment • chemicals and detergents • use of hand tools • pallet truck • hand trolleys • weighing equipment

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN2010B Perform tasks to support production

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN2010 Perform tasks to support production

Modification History

Release 1. Supersedes and is equivalent to LMTGN2010B Perform tasks to support production

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- safely using and disposing of chemical used in production
- interpreting and applying established workplace procedures
- preparing and organising required tools and equipment
- performing tasks to meet requirements and comply with record keeping and workplace procedures
- using correct manual handling techniques to provide assistance in transfer or removal of materials or products
- documenting and transferring information
- clarifying and checking task-related information
- carrying out work according to work health and safety (WHS) practices and facilitating environmental protection, safe waste disposal, pollution control and recycling.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- procedures and requirements for cleaning and housekeeping
- use of relevant products and materials
- maintenance planning and workplace practices
- manual handling techniques
- manual tools and equipment
- procedures for handling, storage and disposal of cleaning chemicals
- quality standards and practices
- WHS practices, including hazard identification and control measures
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing tasks to support production, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN2012 Work safely with chemicals in TCF operations

Modification History

Release 1. Supersedes:

- LMTHL2004A Prepare chemicals to a formula
- LMTLA2001A Conduct safe handling of laundry chemicals
- LMTTX2015B Handle and prepare chemicals, dyes and other substances used in textile production

Not equivalent

Application

This unit of competency covers the skills and knowledge required to handle and work with chemical substances and preparations that are used in sectors of the textile, clothing and footwear (TCF) industry. It includes cleaning chemicals and solvents commonly used in laundry operations and chemicals, dyes and other substances that are used in textile production.

This unit of competency is applicable to all sectors of the TCF industry.

It applies to operators who prepare, use and store chemicals for TCF operations. While the unit of competency relates to safe practices pertaining to all chemical handling, and use of a range of chemical substances, the application of the unit and the evidence requirements may focus on one or more industry sectors or workplace contexts.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

Licensing, legislative or certification requirements to work safely with chemicals may apply in some contexts.

Pre-requisite Unit

Nil

Competency Field

Generic

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to use chemicals in TCF operations**	2.1	Access information on chemicals and substances used in TCF enterprises
		2.2	Distinguish types of chemicals and preparations that require safe handling in own workplace
		2.3	Identify personal responsibilities in working with chemicals
		2.4	Interpret common terminology in safety data sheets (SDS) for chemicals used in cleaning, textile production or other application, according to workplace requirements
		2.5	Identify procedures for using chemicals in a cost-effective manner
3	**Identify chemical control measures**	3.1	Identify location and storage conditions for substances and associated documentation
		3.2	Differentiate between a range of laundry and other chemicals, and identify risks associated with preparing and using chemicals
		3.3	Identify risk control measures and special handling

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			procedures for substances
		3.4	Implement correct procedures for calculating quantities and measuring chemicals
		3.5	Identify hazards associated with the handling and uses of substances used in the workplace, and the emergency procedures required
		3.6	Identify local procedures to document procedures and respond to environmental considerations
4	**Apply safe handling of chemicals and solvents**	4.1	Ventilate work area and eliminate ignition sources
		4.2	Measure, handle and store according to WHS practices and workplace procedures
		4.3	Safely operate machinery and equipment associated with use of chemicals and solvents
		4.4	Demonstrate procedures to act upon accidents and emergencies according to procedures required for the chemical concerned
		4.5	Use PPE according to regulations
5	**Promote safe handling of chemicals**	5.1	Maintain work area and dispose of chemicals according to regulatory requirements, environmental considerations and SDS recommendations
		5.2	Communicate handling and storage information within workplace
		5.3	Complete required documentation
		5.4	Clear spillages according to workplace procedures and complete housekeeping requirements
		5.5	Report WHS issues, faults or emergencies to relevant personnel

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS procedures
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Access information on chemicals and substances includes, but is not limited to, one or more of the following:	• identifying relevant regulations and codes of practice relating to the control of hazardous substances • assessing workplace information and workplace procedures regarding the safe handling of chemicals used in job role in industry sector • identifying chemicals and their characteristics • differentiating between toxic agents, corrosives, reactives, and flammables and combustibles • identifying workplace procedures for accessing

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	stored substances and their housekeeping requirements • locating relevant SDS for hazardous substances • recognising and responding to signage and labelling
Risks and hazards include, but are not limited to, one or more of the following:	• exposure to chemicals, other harmful substances, machinery and equipment including: • load shifting equipment, such as overhead cranes and forklifts • production machinery and equipment • inflammable materials and fire hazards • manual handling of materials and equipment • waste management and disposal • extremes in weather conditions • variations in lighting levels • a range of floor surfaces • water hazards • accidents • traffic flow, vehicle and equipment operation • a range of storage areas • health risks arising from exposure to chemicals
Common terminology in safety data sheets (SDS) includes, but is not limited to, five or more of the following:	• acute effect • acute toxicity • asphyxiant • ceiling • carcinogen • chronic effect • chronic toxicity • combustible material • corrosive • decomposition • dermal • flash point • flammable material • ignition sources • ingestion • irritant • mutagen • oxidizer

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	• pH • reactivity • sensitizer • solubility • short-term exposure limit (STEL) • teratogen • threshold limit value (TLV) • toxicity • toxic substance • time weighted average (TWA)
Work environment includes, but is not limited to, one or more of the following:	• operational workplace activities • restricted space • hazardous, controlled or exposed conditions • day or night conditions

Unit Mapping Information

Release 1. Supersedes:

- LMTHL2004A Prepare chemicals to a formula
- LMTLA2001A Conduct safe handling of laundry chemicals
- LMTTX2015B Handle and prepare chemicals, dyes and other substances used in textile production

Not equivalent

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN2012 Work safely with chemicals in TCF operations

Modification History

Release 1. Supersedes:

- LMTHL2004A Prepare chemicals to a formula
- LMTLA2001A Conduct safe handling of laundry chemicals
- LMTTX2015B Handle and prepare chemicals, dyes and other substances used in textile production

Not equivalent

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- identifying personal responsibilities in working with chemicals
- applying relevant Australian Standards to comply with job role and workplace requirements
- applying *AS/NZS 4146:2000 Laundry practice* (applicable to a laundry workplace)
- distinguishing types of chemicals and preparations that require safe handling in own workplace
- identifying risks and hazards, risks and using appropriate control measures
- differentiating between toxic agents, corrosives, reactives, and flammables and combustibles
- locating and interpreting safety data sheets (SDS) and other available safety information on identified chemicals
- identifying and applying procedures for responding to accidents and incidents
- using personal protective equipment (PPE)
- measuring, handling, transferring, storing and disposing of chemicals safely and with respect to environmental considerations
- communicating and recording accurate information.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of PPE
- Australian Standards, industry regulations and codes of practice that govern the control of chemicals in the identified workplace

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- *AS/NZS 4146:2000 Laundry practice* (applicable to a laundry workplace)
- characteristics of different chemicals and solvents, toxic agents, corrosives, reactives, and flammables and combustibles, relevant to sector and workplace, such as:
  - perchlorethylene
  - white spirit
  - hydrocarbon
  - liquid silicon
  - detergent
  - chlorine bleach
  - oxybleach
  - builder
  - starch
  - fabric conditioner
  - laundry sour
  - caustic alkali
- characteristics of preparations used in textile production, such as:
  - dyes
  - chemicals
  - cleaning agents
  - solvents
  - substances used in the preparation of yarns or textile products for production processes
  - other liquid or particle additives used in textile production
- workplace information, such as:
  - SDS for hazardous substances
  - the meaning of common SDS terms
  - workplace procedures
  - signage and labelling
  - verbal instruction
- personal responsibilities in the control of chemicals in the workplace
- risks and hazard, such as:
  - mixing of chemicals
  - spills and leaks in the workplace
  - chemical fires
  - exposure to perchlorethylene, dyes or other cleaning chemicals via absorption, inhalation or ingestion
  - exposure to chemicals, other harmful substances, machinery and equipment including:
  - load shifting equipment, such as overhead cranes and forklifts
  - production machinery and equipment
  - inflammable materials and fire hazards
  - manual handling of materials and equipment

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  - waste management and disposal
  - extremes in weather conditions
  - variations in lighting levels
  - a range of floor surfaces
  - water hazards
  - accidents
  - traffic flow, vehicle and equipment operation
  - a range of storage areas
- storage conditions, such as:
  - temperature
  - security
  - labelling
  - organisation
  - containers used
- PPE relevant to workplace and job role:
  - goggles or face shields
  - respirators
  - air-supplied or self-contained helmets
  - safety boots, gloves and appropriate clothes/garments
  - risks associated with operating machinery or equipment that use chemicals
  - risk and hazard control measures, such as:
  - isolation procedures
  - guards and safety devices
  - traffic and pedestrian flow regulation
  - inspections
  - housekeeping
  - communication protocols
- procedures for the safe and cost-effective measuring and mixing of chemicals and other agents
- personal responsibilities, such as:
  - following WHS procedures
  - following workplace procedures
  - following environmental procedures
  - reporting incidents
  - using PPE
- common SDS terminology used in sector application
- workplace procedures for reporting emergencies or WHS issues, control of chemical spills and fires, hazard identification and control measures
- reporting and documentation requirements.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in working safely with chemicals in TCF operations, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN3001 Control production in a section of a TCF enterprise

Modification History

Release 1. Supersedes and is equivalent to LMTGN3001B Control production in a section of a textiles, clothing and footwear enterprise

Application

This unit of competency covers the skills and knowledge to control operations within a section of a textiles, clothing and footwear (TCF) enterprise, to ensure production is efficient and meets established targets.

The unit of competency applies to scheduling activities, allocation of resources, monitoring productivity and addressing obstacles to efficiency. It applies to an area of production within an enterprise and work within established guidelines.

Work would be conducted largely independently and with accountability for own results, including, carrying out assigned tasks, coordinating processes, and setting and working to deadlines.

This unit of competency is applicable to all sectors of the TCF industry.

Work may be self-directed and unsupervised.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Identify requirements for efficient production**	2.1	Identify machine operations, staffing, resources and production processes within work area
		2.2	Identify production targets for work area and communicate tasks, roles and responsibilities to team members
		2.3	Set and adjust machines according to workplace procedures
		2.4	Plan to implement quality standards, workplace procedures and WHS practices
		2.5	Interpret production specifications and key conditions affecting production
		2.6	Identify supply and production scheduling requirements for area
3	**Monitor and assess production efficiency**	3.1	Check compliance with specified requirements to ensure work flow and efficiency is maintained
		3.2	Identify, report or record non-compliance and interruption to work flow, and investigate to determine causes

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		3.3	Assess production outcomes against targets
		3.4	Implement ongoing monitoring activities to assess production efficiency
		3.5	Seek additional information, as required, to monitor efficiency
4	**Control production to achieve efficiency targets**	4.1	Set or interpret production standards to meet production targets
		4.2	Recommend or implement corrective or preventative action to correct non-compliance
		4.3	Use effective communication to communicate targets and procedures to team members and other relevant personnel
		4.4	Manage production schedules and ensure supply of resources to maintain work flow
		4.5	Schedule maintenance of machinery, as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for

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	maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Key conditions affecting production include, but are not limited to, one or more of the following:	• seasonal • employment patterns • skill availability • industry influences • influences on raw materials quality or availability • safety issues • costs
Production schedules include, but are not limited to, one or more of the following:	• daily or production runs • repetitive production runs • short runs and quick changes

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN3001B Control production in a section of a textiles, clothing and footwear enterprise

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN3001 Control production in a section of a TCF enterprise

Modification History

Release 1. Supersedes and is equivalent to LMTGN3001B Control production in a section of a textiles, clothing and footwear enterprise

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- identifying and interpreting product specifications and production schedules
- organising machine operations, staff and production processes
- checking production processes and outputs against specifications, targets and efficiency standards
- identifying non-compliance and interruption to work flow, investigating causes and implementing appropriate ways to correct non-compliance and inefficiencies
- managing production schedules, work flow and machine maintenance to maintain production
- using effective communication to communicate targets and procedures to team members and other relevant personnel
- managing production schedules and ensure supply of resources to maintain work flow
- maintaining accurate records
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- production and work flow system in the workplace
- factors and constraints that impact on effective work flow
- ways of controlling factors and constraints
- obstacles to efficiency
- cost-effective work methods to achieve production objectives and timelines
- methods for monitoring and controlling the use of resources
- quality standards and practices
- effective communication appropriate for the context

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- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in controlling production in a section in a TCF enterprise, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

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MSTGN3002 Organise and plan own work to achieve planned outcomes

Modification History

Release 1. Supersedes and is equivalent to LMTGN3002B Organise and plan own work to achieve planned outcomes

Application

This unit of competency covers the skills and knowledge required to organise and plan own work to achieve planned outcomes.

The unit of competency applies the planning, organising and coordination of production operations.

Work involves working largely independently and being accountable for own results, including carrying out assigned tasks, coordinating processes and setting and working to deadlines.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for and plan work**	2.1	Confirm production operations, materials, products and work requirements with relevant personnel
		2.2	Identify assigned tasks and work outcomes
		2.3	Prepare relevant machines and equipment
		2.4	Develop personal work plan and confirm with relevant personnel
3	**Organise work operations**	3.1	Plan, organise and coordinate production operations
		3.2	Handle, receive and assemble materials and products
		3.3	Use machines and equipment and resources to carry out assigned tasks
		3.4	Monitor and assess work according to planned steps and quality criteria
		3.5	Seek learning opportunities and advice from other personnel to extend ability to meet work targets
4	**Check and record work outcomes**	4.1	Check work regularly against specifications
		4.2	Identify problems or difficulty with tasks, production operations, deadlines or quality standards

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4.3 Investigate, report and rectify problems

4.4 Establish a record keeping system and maintain records according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Work plan includes, but is not limited to, the following:

- completing assigned tasks
- identifying steps required to complete work
- identifying required resources
- confirming quality requirements
- documenting critical deadlines

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- establishing outcome objectives
- documenting sequence of operations

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN3002B Organise and plan own work to achieve planned outcomes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN3002 Organise and plan own work to achieve planned outcomes

Modification History

Release 1. Supersedes and is equivalent to LMTGN3002B Organise and plan own work to achieve planned outcomes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- developing and following an approved work plan
- implementing production processes and operating machines and equipment
- handling, receiving, and assembling materials and products
- coordinating, monitoring and assessing work according to planned steps and quality criteria
- establishing and applying required quality procedures and required work steps
- identifying and dealing with problems arising in own work
- seeking advice and support, as required
- maintaining accurate records
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- production processes, machines and equipment
- operating procedures for production machines
- components of work plans
- characteristics of typical materials and products used in production
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in organising and planning own work to achieve planned outcomes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

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MSTGN3003 Estimate and cost job

Modification History

Release 1. Supersedes and is equivalent to LMTGN3003B Estimate and cost job

Application

This unit of competency covers skills and knowledge required to estimate materials, labour and time requirements, and establish costs for products and services.

The unit of competency applies to estimating and costing products and services for an identified project, activity or operation.

Discretion, initiative and judgement must be demonstrated on the job, either individually or in a team environment. Work may involve referral of matters to other workplace personnel. Work is undertaken according to established procedures involving a range of products, services and equipment.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Gather relevant information about job**	1.1	Obtain details of customer requirements through discussion with customer or from information supplied
		1.2	Develop details of products and services to be provided and any special provisions
		1.3	Determine delivery details and methods of transportation, where necessary
		1.4	Record details and document specifications
2	**Estimate materials, labour and time**	2.1	Research, locate and interpret technical information about materials, equipment, products and services required for the job
		2.2	Estimate types, quality and quantities of materials required for work
		2.3	Estimate acceptable price range for required products
		2.4	Estimate labour requirements to perform required services
		2.5	Estimate time requirements to perform required services
3	**Calculate costs**	3.1	Calculate total materials costs and labour costs
		3.2	Calculate transport and delivery costs for products, as required
		3.3	Determine allowances for overheads and mark-up percentages
		3.4	Calculate total job cost
		3.5	Calculate final cost to customer
4	**Document and**	4.1	Use calculators, computers with appropriate software or other aids to estimate, calculate and verify costings

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verify details		according to workplace procedures
	4.2	Document details of costs and charges
	4.3	Obtain verification of costs, calculations and other details by other enterprise personnel, as required
	4.4	Prepare customer quotation in appropriate format to meet required enterprise or industry standards
	4.5	Document and record details for future reference

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN3003B Estimate and cost job

Links

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Assessment Requirements for MSTGN3003 Estimate and cost job

Modification History

Release 1. Supersedes and is equivalent to LMTGN3003B Estimate and cost job

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting work orders, customer requirements, specifications and instructions for products and materials to be used
- locating and interpreting technical information about products, materials, equipment and operating procedures
- estimating and costing materials and equipment, labour, time, transport and overheads, on at least two (2) occasions
- calculating total costs of products or services
- calculating costs to customer and preparing quotation
- using calculators, computer programs and other aids to estimate, calculate and communicate costs
- documenting and communicating job-related information, including customer requirements; products, materials and labour required; costing calculations for products, materials and labour and special conditions in required format
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- products and services offered by the enterprise
- details of materials, products and equipment
- workplace costing procedures
- components of overheads costs
- components of direct labour costs
- work flow and manufacturing processes
- basic mathematical processes and formulas
- labour rates and approximate costs of products and materials
- use of calculators, computers and other technology

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- industry standards for customer service and providing quotations
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy National Vocational Education and Training Regulator (NVR)/Australian Quality Training Framework (AQTF) assessor requirements
  - have vocational competency in estimating and costing jobs, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN3004 Supervise operations in a TCF enterprise

Modification History

Release 2. Supersedes and is Not equivalent to LMTGN3006B Take responsibility for visitors and new employees

Release 1. Supersedes and is equivalent to LMTGN3009B Supervise operations in a textiles, clothing and footwear enterprise

Application

This unit of competency covers the skills and knowledge required to supervise operations within a textiles, clothing and footwear (TCF) enterprise.

The unit of competency applies to a supervisory role within a TCF enterprise. This role requires extensive knowledge and experience in working with machines, equipment, materials and processes associated with the TCF operations.

This unit of competency is applicable to all sectors of the TCF industry.

Work may be self-directed and unsupervised.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. It may involve the supervision of a section of an enterprise, other personnel and/or technical processes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements		Performance criteria	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Identify scope of supervisory responsibility**	2.1	Identify machine operations, staff, resources and operation processes within work area
		2.2	Determine production targets and identify maintenance requirements
		2.3	Identify scope and limitations of supervisory role
		2.4	Identify responsibilities to coordinate orientation activities for new staff and visitors
3	**Provide technical support to operators**	3.1	Identify operator roles and allocate personnel
		3.2	Monitor operator productivity and ability to conduct work effectively and safely
		3.3	Identify training needs and communicate with appropriate personnel
		3.4	Address technical problems raised by operators regarding machinery, product quality and operational safety
		3.5	Provide technical support to operators
4	**Supervise team**	4.1	Establish production standards with team members and

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	activity		monitor WHS compliance and workplace procedures
		4.2	Monitor and address work allocation requirements in order to maintain optimum production efficiency
		4.3	Use effective communication skills to communicate targets and procedures to appropriate personnel
		4.4	Monitor and support team communications and relationships
		4.5	Monitor and address movement of materials through operations and production output against targets, as necessary
5	**Maintain communication**	5.1	Liaise with downstream and upstream areas to ensure quality and efficiency of operations as required
		5.2	Keep management informed of progress and any issues which may affect operation outcomes
		5.3	Maintain ongoing liaison with management to guide operation targets
		5.4	Consult with maintenance staff and management to identify opportunities to minimise down time
6	**Complete workplace documentation**	6.1	Identify documentation procedures for each step of operations
		6.2	Monitor compliance with documentation requirements
		6.3	Complete enterprise documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Operation processes include, but are not limited to, the following:	• use of machines and equipment • use of chemicals • use of materials
Orientation activities include, but are not limited to, one or more of the following:	• organising introduction to staff • organising introduction to workplace • conducting tour of work areas or facilities • explaining work processes • completing documentation • coaching or providing on-the-job training for job activities • explaining implementation of safe work practices • reporting back to appropriate personnel • identifying hazards • providing WHS briefing
Issues which may affect operation outcomes include, but are not	• staffing • machinery

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limited to, one or more of the following:	• materials • schedules • maintenance requirements

Unit Mapping Information

Release 2. Supersedes and is Not equivalent to LMTGN3006B Take responsibility for visitors and new employees

Release 1. Supersedes and is equivalent to LMTGN3009B Supervise operations in a textiles, clothing and footwear enterprise

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN3004 Supervise operations in a TCF enterprise

Modification History

Release 2. Supersedes and is Not equivalent to LMTGN3006B Take responsibility for visitors and new employees

Release 1. Supersedes and is equivalent to LMTGN3009B Supervise operations in a textiles, clothing and footwear enterprise

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- planning, scheduling and prioritising resources (machines, staff, materials and operation processes)
- clarifying and communicating tasks, roles and responsibilities
- allocating work for operators/team members
- addressing technical problems raised by operators regarding machinery, product quality and operational safety, and providing technical support to operators as required
- identifying and reporting problems with work flow
- maintaining ongoing liaison upstream and downstream and with management to guide operation targets
- monitoring and addressing work allocation requirements, movement of materials through operations and production output in order to maintain optimum production efficiency
- supervising and completing enterprise documentation for all stages of production, as required, and monitoring compliance with documentation requirements.
- identify and report on skills deficiency in operations

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- production and workflow system in the workplace
- factors and constraints that impact on effective workflow
- ways of controlling factors and constraints
- efficient operation of machines and processes within area of supervision
- machinery maintenance requirements

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- quality assurance standards and procedures
- quality standards and practices
- effective communication
- work health and safety (WHS) practices, including hazard identification and control measures
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency supervising operations in a textiles, clothing and footwear enterprise, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN3005 Plan tasks to assist production operations

Modification History

Release 1. Supersedes and is equivalent to LMTGN3005B Plan tasks to assist production operations

Application

This unit of competency covers the skills and knowledge required to assist in production planning by performing specific planning tasks.

The unit of competency applies to planning of tasks that will assist production operations. Tasks may include the development of rosters, work health and safety (WHS) practices, workplace procedures, documentation practices and organisational systems.

Work requires discretion, initiative and judgement.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with WHS requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to plan tasks**	2.1	Discuss planning requirements with supervisor and confirm work brief
		2.2	Confirm timeline, jobs and work priorities associated with planning tasks with supervisor or manager
		2.3	Check workplace procedures and documentation relating to planning tasks and identify key personnel
3	**Conduct planning task**	3.1	Communicate with team, section or individuals and key personnel to seek support for planning task requirements
		3.2	Assess and apply relevant criteria from previous and current work practices, organisational guidelines, documentation systems and quality standards to planning task
		3.3	Use planning tools and techniques to coordinate and sequence tasks and integrate WHS practices to develop plan that meets workplace requirements
		3.4	Test plan with key personnel and adjust, as required
4	**Implement plan**	4.1	Communicate all plan information in an effective way to work team, section and individuals
		4.2	Seek feedback from team, section members and individuals to support effective operation of team or section

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4.3 Monitor implementation of plan, and identify and apply changes, where required, to improve outcomes

4.4 Document plan and implementation practices

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Planning task includes, but is not limited to, one or more of the following:	• shift rosters • workplace or operation instructions and procedures • WHS practices, including committee representation • workplace documentation • organisational systems

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Key personnel include, but are not limited to, one or more of the following:	• operations managers • supervisors and team leaders • human resources staff • relevant employees
Planning tools and techniques include, but are not limited to, one or more of the following:	• scheduling • time management • brainstorming • setting goals and defined outcomes • prioritising • reviewing and evaluating strategies
WHS practices include one or more of the following:	WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and includes one or more of the following: • manual handling techniques • SOPs • PPE • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN3005B Plan tasks to assist production operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN3005 Plan tasks to assist production operations

Modification History

Release 1. Supersedes and is equivalent to LMTGN3005B Plan tasks to assist production operations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- planning and organising work tasks, work processes and staff
- using suitable planning techniques
- meeting work process efficiency standards
- communicating all plan information in an effective way to work team, section and individuals, and seeking and acting upon feedback, as appropriate
- using planning tools and techniques to coordinate and sequence tasks and integrate work health and safety (WHS) practices to develop plan that meets workplace requirements
- monitoring implementation of plan, and identifying and applying changes, where required, to improve outcomes
- documenting plan and implementation practices.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- production and work flow system
- factors and constraints that impact on task
- effective work methods to achieve production objectives and timelines
- planning tools and techniques
- documentation practices
- quality standards and procedures
- scheduling techniques
- resourcing policies
- general staffing levels, capabilities and application of standard times
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in planning tasks to assist production operations, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN3006 Draw 3-D designs

Modification History

Release 1. Supersedes and is equivalent to LMTGN3008A Draw 3D designs

Application

This unit of competency covers the skills and knowledge required to draw 3-D designs for custom-made and production textile, clothing and footwear (TCF) products.

The unit of competency applies to the illustration or drawing of designs from the designer or rough sketch. The 3-D drawings feature all perspectives of the product, and are used as a communication tool for construction or promotional purposes. The drawing may be done manually or by computer.

This unit of competency is applicable to all sectors of the TCF industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for drawing**	2.1	Select and prepare drawing tools and equipment
		2.2	Set up workbench and seating according to WHS practices
		2.3	Interpret designer or rough sketch based on workplace procedures and input from client, designer, producer or a record of an existing product
		2.4	Identify features, specifications and quality criteria for drawing
3	**Apply 3-D drawing techniques**	3.1	Accurately draw design of product using templates, where required, and showing relevant wearing or placement angles
		3.2	Draw front, back and profile views of the product
		3.3	Confirm drawing with customer or designer and make necessary adjustments to meet requirements
4	**Finalise 3-D designs**	4.1	Render finalised drawing according to requirements by hand or computer
		4.2	Select presentation materials, tools and equipment
		4.3	Apply visual presentation techniques to final illustration
		4.4	Present final illustration of 3-D design to client
		4.5	File and store documentation

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Input includes, but is not limited to, one or more of the following:	• verbal description from client • discussion between client and producer • discussion and description between producer and designer • a record of an existing product
Interpret includes, but is not limited to, three or more of the following:	• parts or sections of the product • trims or features • shape and silhouette • colour • textures • balance

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	• how the product is worn • traditional and non-traditional materials
Product includes, but is not limited to, one or more of the following:	• headwear • footwear • accessories • garment • other textile product
Angles include, but are not limited to, one or more of the following:	• side • front • back • square

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN3008A Draw 3D designs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN3006 Draw 3-D designs

Modification History

Release 1. Supersedes and is equivalent to LMTGN3008A Draw 3D designs

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting design based on workplace procedures and input from client, designer, producer or a record of an existing product
- using drawing tools and equipment to illustrate designs
- drawing an accurate 3-D drawing of a design product using templates, where required, and showing relevant wearing or placement angles
- seeking and applying feedback from client
- rendering finalised drawing by hand or computer to create 3-D design, including front, back and profile views of the product
- applying quality criteria in the completion of the drawing
- presenting final drawings that accurately represent designs for at least three (3) different products using visual presentation techniques
- maintaining accurate records
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- parts of and terminology of the product
- drawing tools and equipment, such as:
  - HB lead pencil
  - eraser
  - pencil sharpener
  - black felt tip pens (02, 04 and 06)
  - A3 layout pad
  - computer and software
- drawing templates, such as:
  - variety of different face or body shapes, necks and shoulders

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    - variety of body or head profiles
    - facial features (eyes, eyebrows, nose, mouth and ears)
    - hair styles and colouring
    - women, men or children
    - product styles
- presentation materials, tools and equipment, such as:
    - mounting board
    - frames
    - backings
    - electronic
    - cutting tools
    - adhesives
    - cover sheet to protect illustration (e.g. plastic sleeves and drawing paper)
- rendering techniques, such as:
    - solid colour
    - wash
    - felt pens
    - gouache
    - pen and ink
    - pencil
    - shading
- industry standards
- visual presentation, such as:
    - mounting
    - display of different angles of product
    - production notes
    - electronic methods
- enterprise requirements
- traditional and non-traditional materials quality concepts
- quality criteria:
    - proportion
    - perspective
    - detailing
    - neatness
    - accuracy
    - the media to be used
    - rendering
    - size of the drawing
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in drawing 3-D designs, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

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MSTGN3007 Monitor and operate trade waste

Modification History

Release 1. Supersedes and is equivalent to LMTGN3007B Monitor and operate trade waste

Application

This unit of competency covers the skills and knowledge required to monitor, operate, measure and report on trade waste system performance and process quality control.

This unit of competency applies to processing plant operations and inspection of work areas, monitoring, operating, measuring and reporting on trade waste systems.

Work may be conducted in restricted spaces or exposed conditions or controlled or open environments.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Monitor treatment plant performance**	2.1	Conduct and assess routine plant inspections in accordance with organisational and plant requirements
		2.2	Collect and conduct tests of process samples
		2.3	Collect and report process data according to organisational and plant requirements and workplace procedures
		2.4	Identify corrosion damage
3	**Control chemical use**	3.1	Use, handle and store chemicals in accordance with organisational and statutory requirements
		3.2	Prepare chemical dosing in accordance with plant processes and organisational and statutory requirements
		3.3	Maintain information related to chemical supply and usage in accordance with statutory requirements
		3.4	Interact and communicate with other employees and relevant authorities
4	**Operate and control processes**	4.1	Monitor processes to maintain parameters of operation
		4.2	Identify and report process faults and operational conditions of plant in accordance with organisational and statutory requirements

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4.3	Assess basic system adjustments to enhance system performance in accordance with organisational and statutory requirements
4.4	Compile reports compiled from plant and system data to meet organisational and statutory requirements

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Process includes, but is not limited to, one or more of the following:	• chemical precipitation • activated sludge • biodegradable reduction • solids handling

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Data includes, but is not limited to, one or more of the following:	• plant performance data • chemical usage
Tests include, but are not limited to, one or more of the following:	• settling tests • pH • dissolved oxygen
System adjustments include, but are not limited to, one or more of the following:	• pH correction • dissolved oxygen levels
Equipment includes, but is not limited to, one or more of the following:	• electronic monitoring and metering systems • manual chart recording systems • laboratory testing and sampling equipment • computerised equipment

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN3007B Monitor and operate trade waste

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN3007 Monitor and operate trade waste

Modification History

Release 1. Supersedes and is equivalent to LMTGN3007B Monitor and operate trade waste

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- conducting routine plant inspections, assessing processes, and collecting and conducting tests of process samples, in accordance with organisational and plant requirements
- complying with organisational and statutory requirements to use, handle and store chemicals, prepare and apply chemical and biological dosing
- maintaining accurate records of test results/work records
- communicating effectively within the workplace and maintaining information related to chemical supply and usage
- interpreting and applying established procedures
- identifying and reporting process faults and operational conditions of plant in accordance with organisational and statutory requirements
- compiling reports compiled from plant and system data to meet organisational and statutory requirements
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry process and equipment
- system hydraulics and layout, control systems
- chemical dosing processes
- hazardous material handling procedures
- work health and safety (WHS) and environmental aspects of relevant testing processes
- workplace procedures and reporting processes
- quality practices
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in monitoring and operating trade waste, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN4001 Coordinate or set up machines for product change

Modification History

Release 1. Supersedes:

- LMTGN4001A Coordinate or set up machines for product change - Equivalent
- LMTGN4009A Set and modify machines for product change - Equivalent
- LMTLA4002A Program and monitor commercial laundry machine control systems - Not equivalent.
-

Application

This unit of competency covers the skills and knowledge required to set up machines for production changes in a textiles, clothing and footwear (TCF) enterprise.

This unit of competency applies to a TCF enterprise where discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes.

This unit of competency is applicable to all sectors of the TCF industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with standard SOPS
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to coordinate or set up machines**	2.1	Interpret product specifications correctly to meet machine setting requirements
		2.2	Set machine in accordance with product specifications, machine manufacturer instructions and workplace procedures
		2.3	Obtain material to be used
3	**Organise sample quality testing**	3.1	Operate machine in accordance with manufacturer and workplace instructions to produce a specified sample
		3.2	Test sample, or organise the test, in accordance with workplace practices to meet required quality standards
4	**Finalise and record machine settings**	4.1	Interpret test results to determine adjustment requirements and re-adjust machine settings, if necessary
		4.2	Assess adjustment changes in accordance with product and machine specifications
		4.3	Inform appropriate production personnel when the newly set-up machine is available, in accordance with workplace procedures
		4.4	Prepare reports and maintain records where necessary, in accordance with workplace procedures

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Machines include, but are not limited to, one or more of the following:	• any machine typically used in the TCF sector concerned • microprocessor or computer-controlled machines • both production and facility equipment used in the enterprise

Unit Mapping Information

Release 1. Supersedes:

- LMTGN4001A Coordinate or set up machines for product change - Equivalent

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- LMTGN4009A Set and modify machines for product change - Equivalent
- LMTLA4002A Program and monitor commercial laundry machine control systems - Not equivalent.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN4001 Coordinate or set up machines for product change

Modification History

Release 1. Supersedes:

- LMTGN4001A Coordinate or set up machines for product change - Equivalent
- LMTGN4009A Set and modify machines for product change - Equivalent
- LMTLA4002A Program and monitor commercial laundry machine control systems - Not equivalent.
-

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting specifications for machine settings
- interpreting and carrying out established procedures
- operating machine in accordance with manufacturer and workplace instructions to produce specified sample on at least two (2) occasions
- arranging or conducting testing of sample
- making appropriate re-adjustments
- communicating with relevant production personnel when the newly set up machine is available
- applying workplace procedures in production operations
- preparing reports and maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- setting up and adjustment requirements for the range of machines and equipment used in the workplace
- quality requirements
- machine manufacturer specifications
- safety and environmental aspects of relevant workplace activities
- quality practices
- workplace procedures

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- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in coordinating or setting up machines for product change, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN4002 Participate in product engineering

Modification History

Release 1. Supersedes and is equivalent to LMTGN4002A Participate in product engineering

Application

This unit of competency covers the skills and knowledge required to participate in product engineering in a textiles, clothing and footwear (TCF) enterprise.

This unit of competency applies to product engineering in any TCF sector where judgement may be required in planning and selecting appropriate processes or procedures for self and others.

Work may be conducted in a variety of environments, including operational workplace activities, restricted space, and hazardous, controlled or exposed conditions.

Product engineering may occur in relation to repetitive production runs, short runs and quick changes and can relate to products including fabrics, fibres, yarns, design varieties, weaves, dyes and finishes.

This unit of competency is applicable to all sectors of the TCF industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for production**	2.1	Examine structure of sample material or product from identified TCF sector to confirm structure
		2.2	Document detail of structure or composition, where required, to assist in production planning
		2.3	Evaluate material or product structure to identify options for production
3	**Plan method of production**	3.1	Assess options to determine most effective and efficient method of production, to ensure highest quality and yield from raw materials, and ease of production
		3.2	Document options and recommendations in accordance with workplace procedures
		3.3	Examine existing resources, machines, production techniques and scheduling arrangements in relation to the production requirements
		3.4	Identify and document any potential requirements for change in accordance with workplace procedures

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4	**Prepare cost estimates and maintain records**	4.1 Identify material requirements and economical batch sizes
		4.2 Identify labour hours, times and other statistics required and make cost estimates
		4.3 Determine available machine hours and make estimates, where required
		4.4 Estimate and document overall costs in accordance with workplace practices
		4.5 Maintain production planning records and prepare reports, where necessary, in accordance with workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards includes:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
TCF sectors include, but are not limited to, one or more of the following:	• textile production • clothing production • footwear • cotton ginning • leather production • millinery • canvas and sails production • laundry operations • dry cleaning operations • fashion design and technology
Methods of production include, but are not limited to, two or more of the following:	• just in time (JIT) • value-added modelling (VAM) • quick response • quality circles • team processes • benchmarking
Cost estimating includes, but is not limited to:	• written bill of labour, order of work or plant sample

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN4002A Participate in product engineering

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN4002 Participate in product engineering

Modification History

Release 1. Supersedes and is equivalent to LMTGN4002A Participate in product engineering

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- confirming specifications
- determining structure and composition of material or product
- making calculations, interpreting and using data from various sources
- assessing options for method of production
- establishing potential machine and production changes
- identifying material requirements, economical batch sizes, labour hours, times and other statistics required, and making cost estimates
- determining available machine hours, making estimates, where required, and estimating costs
- maintaining production planning records and preparing reports, where necessary, in accordance with workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- machines and their capabilities
- quality assurance processes; production processes and software
- costing procedures for:
  - materials
  - economical batch hours
  - labour
  - machine hours
  - other statistics
- methods of production
- products produced by the workplace and material or fabric structure (techniques)

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- work and workplace organisation systems
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in participating in product engineering, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN4003 Install and commission process and machine control programs

Modification History

Release 1. Supersedes and is equivalent to LMTGN4003A Install and commission process and machine control programs

Application

This unit of competency covers the skills and knowledge required to install and commission process and machine control system programs in machines and equipment.

The unit of competency applies to machines and equipment used within a production workplace using complex textile, clothing and footwear (TCF) production equipment with control systems involving advanced:

- electronic technology
- pneumatic technology
- hydraulic technology
- robotics technology.

Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes, including liaison with specialist technicians.

This unit of competency is applicable to all sectors of the TCF industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Install automatic process and machine control program**	2.1	Select appropriate program loading technique and connect external loading devices to automatic process and machine control system correctly
		2.2	Place process and machine control system in correct operational mode to accept program loading
		2.3	Download program in accordance with manufacturers' recommended procedure, workplace procedures or appropriate SOPs and WHS practices
		2.4	Undertake checks appropriately during and after downloading to ensure data transfer is accurate and complete
		2.5	Disconnect all external program loading devices and connections from process and machine control system
3	**Commission automatic process and machine control program**	3.1	Determine program format and operational intent
		3.2	Check program instructions for compliance with specifications
		3.3	Counter-set software timers to specification, where

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			required
		3.4	Step through program manually and check and measure outputs for compliance with specifications
		3.5	Check external inputs for compliance with specifications according to specified procedures
		3.6	Run program and check total operation for compliance with specifications, where applicable
		3.7	Assess confirmation of program master copy storage
4	**Maintain records**	4.1	Maintain records and prepare reports, where necessary, in accordance with workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN4003A Install and commission process and machine control programs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN4003 Install and commission process and machine control programs

Modification History

Release 1. Supersedes and is equivalent to LMTGN4003A Install and commission process and machine control programs

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- installing automatic process and machine control program
- selecting and using appropriate loading technique
- performing checks to ensure accurate data transfer
- commissioning automatic process and machine control program
- checking program instructions
- running program to ensure compliance with specifications
- monitoring performance
- maintaining accurate records
- following workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- appropriate installation and commissioning procedures
- quality requirements and relevant standards
- machine and equipment manufacturer specifications and instructions
- safety and environmental aspects of relevant workplace activities
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in installing and commissioning process and machine control systems, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

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MSTGN4004 Analyse TCF merchandising and marketing principles

Modification History

Release 1. Supersedes and is equivalent to LMTGN4019A Analyse textiles, clothing and footwear merchandising and marketing principles

Application

This unit of competency covers the skills and knowledge required to analyse key principles of merchandising and marketing when applied in a textiles, clothing and footwear (TCF) environment.

The unit of competency applies to activities associated with marketing at all stages of the TCF supply chain and merchandising through wholesale and retail channels. TCF products may be items and services from any sector within the TCF industry and include final products, such as garments or fashion accessories, or processed materials such as fabrics and industrial or domestic textiles.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Investigate TCF market conditions**	2.1	Use industry appropriate research methods to survey domestic conditions affecting the TCF market and identify effects of these conditions on the TCF industry
		2.2	Explore global conditions affecting the TCF market and identify effects of these conditions on the TCF industry
		2.3	Assess significance of TCF product range on the global market
		2.4	Identify key components of the TCF supply chain and analyse influences on supply chain conditions
		2.5	Examine features of mainstream and niche markets within the TCF market
		2.6	Investigate role of merchandising in the TCF marketplace
3	**Determine the characteristics of the TCF market**	3.1	Access and investigate current information on the TCF market to determine trends influencing TCF production and supply
		3.2	Investigate TCF market segmentation, targeting and price positioning for TCF product range
		3.3	Identify key characteristics of TCF market segments and examine implications for marketing activity
		3.4	Analyse consumer behaviour for TCF product range

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4	**Assess features of a TCF product to determine effective marketing**	4.1	Identify technical specifications of a TCF product and determine implications for market positioning
		4.2	Explore role of creativity in the marketing of TCF products
		4.3	Identify networks applying to the marketing and merchandising of a TCF product
		4.4	Identify strengths, weaknesses, opportunities and threats applying to a TCF product and assess implications for marketing
		4.5	Document and record outcomes of marketing investigation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

TCF products include, but are not limited to, one or more of the following:

- items and services from any sector within the TCF industries
- components
- final products:
  - garments
  - fashion accessories
  - shade sales, domestic or vehicle awnings
- processed materials:
  - fabrics
  - industrial textiles
  - domestic textiles

Domestic conditions include, but are not limited to, one or more of the following:

- availability of raw material
- tariff agreements
- costs of transportation
- employment rates, skill availability and training support
- status of businesses within the supply chain
- image of Australia as a provider of quality, cost-effective TCF products
- economic status

Global conditions include, but are not limited to, one or more of the following:

- availability of raw material
- tariffs, levies, taxes and other import and export considerations
- costs of transportation for importing and exporting product to and from Australia
- skill availability and labour forces
- size and influence of international interests
- image of Australia as a provider of quality, cost-effective TCF products
- economic status

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN4019A Analyse textiles, clothing and footwear merchandising and marketing principles

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN4004 Analyse TCF merchandising and marketing principles

Modification History

Release 1. Supersedes and is equivalent to LMTGN4019A Analyse textiles, clothing and footwear merchandising and marketing principles applicable.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- using a combination of digital, manual and personal research strategies to investigate domestic and global market conditions
- undertaking research and recording details of at least two (2) research strategies
- determining the characteristics of the TCF market to identify trends, market segments, consumer behaviour and price positioning for a product range
- determining at least two (2) features of identified TCF product range that support effective marketing
- identifying networks applying to the marketing and merchandising of identified TCF product
- assessing a TCF product and its suitability for marketing
- assessing strengths, weaknesses, opportunities and threats applying to a TCF product, and the implications for marketing
- documenting and recording outcomes of marketing investigation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- digital, manual and personal research strategies
- characteristics of domestic and global TCF market segments and the relationship between them:
  - demographics
  - economics
  - location
  - education
- components of the TCF supply chain:

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  - designers and product engineers
  - manufacturers
  - distributors, wholesalers, exporters and importers
  - transporters
  - sales, marketing and retail providers
- range of products available in the TCF industry
- segmentation of the TCF market
- demographics of the TCF consumer
- technical aspects of TCF product
- research methods relevant to and appropriate to TCF industry:
  - web searches
  - reviewing statistical data
  - examining industry publications
  - conducting personal interviews
  - completing surveys
  - reading industry reports
  - attending exhibitions, displays and presentations
- trends and the role of marketing and merchandising
- characteristics of identified TCF product that make it suitable for marketing
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in analysing textiles, clothing and footwear merchandising and marketing principles, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

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MSTGN4005 Plan and implement production within a work area

Modification History

Release 1. Supersedes and is equivalent to LMTGN4005A Plan and implement production within a work area

Application

This unit of competency covers the skills and knowledge required to plan and implement production within a work team within a textiles, clothing or footwear (TCF) industry workplace.

This unit of competency applies to determining, planning, implementing and monitoring production work flow within a work team in a TCF sector workplace. Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes.

Work may be conducted in a variety of environments, including operational workplace activities, restricted space, hazardous, controlled or exposed conditions.

Operations may cover various time scales to reflect seasonal planning.

This unit of competency is applicable to all sectors of the TCF industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for production**	2.1	Identify projected quantity and quality requirements, standard times and production capacities
		2.2	Identify production process and material handling options
		2.3	Establish resources required for the project or production order
		2.4	Prioritise work and identify the steps required for the process to ensure efficient use of resources
		2.5	Prepare documentation according to workplace procedures
3	**Organise team and resources**	3.1	Select and organise work team according to workplace procedures and TCF sector industry practices
		3.2	Identify and organise facility, equipment and material and resources required for the production process in accordance with the production schedule and WHS practices

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4	**Implement and monitor work flow**	4.1 Implement production and monitor work flow to make sure production schedule is maintained
		4.2 Use necessary methods to direct work to each work area or location, as required
		4.3 Identify potential congestion areas and take action to streamline work flow
		4.4 Prepare to troubleshoot on a regular basis and be ready to respond to breakdowns, absenteeism and other factors
		4.5 Coordinate systematic variations to the production plan to ensure production meets the schedule and specifications
		4.6 Maintain records and prepare reports in accordance with workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

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	• WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Production planning includes, but is not limited to, one or more of the following:	• establishing an overall plan for manufacture/product delivery • repetitive production runs • short runs • quick changes • a diversity of styles • indent orders • stock services replenishment
Production process includes, but is not limited to, one or more of the following:	• just in time (JIT) • value-added modelling (VAM) • quick response • quality circles • team processes • benchmarking
Production schedule includes, but is not limited to, one or more of the following:	• plant layout • machine involvement • personnel required for particular operations
Variations to production plan include, but are not limited to, one or more of the following:	• re-allocating work in accordance with production priorities, where required • identifying and dealing with inefficiencies in accordance with workplace production practices • defining and communicating team or individual responsibilities

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN4005A Plan and implement production within a work area

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Links

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Assessment Requirements for MSTGN4005 Plan and implement production within a work area

Modification History

Release 1. Supersedes and is equivalent to LMTGN4005A Plan and implement production within a work area

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- establishing production requirements and preparing for production on at least two (2) occasions
- prioritising work and identifying the steps required for the process to ensure efficient use of resources and prioritising work
- selecting and organising work team according to workplace procedures and textile, clothing and footwear (TCF) sector industry practices
- implementing and monitoring work flow and ensuring efficiency of production according to work health and safety (WHS) requirements on at least two (2) occasions
- responding to and dealing with inefficiencies, absenteeism, breakdowns and other interruptions to work flow
- coordinating variations to production plan
- maintaining records and prepare reports in accordance with workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- TCF sectors:
  - textile production
  - clothing production
  - footwear
  - cotton ginning
  - leather production
  - millinery
  - canvas and sails production
  - laundry operations

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    - dry cleaning operations
    - fashion design and technology
- work organisation systems and workplace organisation features
- production planning processes, such as material supply
- production operations, machines and equipment
- characteristics and performance of materials
- WHS and environmental aspects of relevant workplace activities:
    - hazard identification and control
    - risk assessment
    - implementing risk reduction measures specific to the tasks described by this unit
    - manual handling techniques
    - SOPS
    - PPE
    - safe materials handling
    - taking of rest breaks
    - ergonomic arrangement of workplaces
    - following marked walkways
    - safe storage of equipment
    - housekeeping
    - reporting accidents and incidents
    - other WHS practices relevant to the job and enterprise
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in planning and implementing production within a work area, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN4006 Apply TCF market supply systems

Modification History

Release 1. Supersedes and is equivalent to LMTGN4018A Apply textile clothing and footwear market supply systems

Application

This unit of competency covers the skills and knowledge required to apply systems of supply for the textiles, clothing and footwear (TCF) market.

The unit of competency applies to the supply of materials and resources, manufacture and distribution of TCF products and services.

This unit of competency is applicable to all sectors of the TCF industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN2011 Identify fabrics, fibres and textiles used in TCF industry

Competency Field

Generic

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to participate in the TCF supply chain**	2.1	Identify goods and services included within the TCF supply chain
		2.2	Identify TCF products and the origins of raw material for TCF products
		2.3	Identify TCF personnel expertise used in the supply chain and their role in supply
		2.4	Identify marketing and sales functions and their contributions to the supply chain
		2.5	Assess the strengths and weaknesses of domestic and international supply arrangements for TCF products
3	**Participate in TCF supply chain operations**	3.1	Identify and specify supply criteria for selected TCF products
		3.2	Identify quality indicators for TCF materials and products
		3.3	Conduct routine tests to assess the quality of materials and products
		3.4	Analyse and interpret specifications for materials and products
		3.5	Use appropriate TCF industry terminology to communicate effectively and document processes in domestic and/or international supply chain operations

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4	**Evaluate supply chain arrangements**	4.1	Use appropriate electronic and digital tools and communication and records systems in TCF supply systems and evaluate their role in a supply chain
		4.2	Analyse TCF supply chain conditions and established supply relationships
		4.3	Compare key performance benchmarks with current flow rates
		4.4	Determine strengths and weaknesses in current supply arrangements

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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TCF products include, but are not limited to, one or more of the following:	• clothing • fashion items • textiles • footwear • leather products • accessories
TCF personnel expertise include, but are not limited to, one or more of the following:	• quality assurance personnel • test and laboratory experts • designers • researchers • importers • exporters • transporters
Supply criteria includes, but is not limited to, one or more of the following:	• availability of raw materials • timelines • quality standards • colour • quantity • reliability • communication channels • reputation • price • delivery schedule
Routine tests include, but are not limited to, one or more of the following:	• visual inspection • tactile analysis • acetone • burn test • microscopy

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN4018A Apply textile clothing and footwear market supply systems

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN4006 Apply TCF market supply systems

Modification History

Release 1. Supersedes and is equivalent to LMTGN4018A Apply textile clothing and footwear market supply systems

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- identifying products, raw materials and personnel in TCF domestic and/or international supply chain systems for a TCF sector
- specifying the role of TCF suppliers and supply criteria for at least two (2) different TCF products
- identifying criteria for assessing quality of TCF materials and products
- using appropriate electronic and digital tools and communication and records systems in domestic and/or international TCF supply systems to record supply details for at least two (2) identified TCF products
- using appropriate TCF industry terminology to communicate effectively and document processes in domestic and/or international supply chain operations
- evaluating current TCF supply chain arrangements and relationships, and assessing strengths and weaknesses
- documenting processes in domestic and/or international supply chain.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- components of TCF supply chain, such as:
  - product flow
  - raw material
  - production
  - distribution
  - marketing
  - customers
  - business support and administrators

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- characteristics of fibres, fabrics and fashion and textile products
- information resources on fibres and fabrics
- TCF production processes
- supply criteria
- quality indicators, such as:
  - straightness of grain
  - even/uneven yarn
  - slippage
  - length of fibres
  - pilling
  - fabric resilience
  - workability
  - wash testing
  - shade
  - tensile properties
  - handle
- test procedures to assess quality of materials and products
- electronic and digital tools used in TCF supply chain, such as:
  - point of sale systems
  - design software
  - computer-aided manufacturing programs
  - just in time (JIT) programs
  - bar coding systems
  - websites
  - electronic payment systems
  - stock control systems
  - digital applications
- electronic and digital communication and recording tools appropriate for TCF supply chain, such as:
  - email
  - websites
  - documentation systems
  - order systems
- catalogues
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in applying TCF market supply systems, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN4007 Contribute to the development of products or processes

Modification History

Release 1. Supersedes and is equivalent to LMTGN4016A Contribute to the development of products or processes

Application

This unit of competency covers the skills and knowledge required to contribute to developing products or processes within the workplace.

This unit of competency applies to activities contributing to development of products or processes within the enterprise. It includes conducting trials to establish whether products or processes conform to requirements. Judgement may be required in planning and selecting appropriate processes or procedures for self and others.

Work may be conducted in restricted spaces or exposed conditions or controlled or open environments.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

Work responsibilities will vary in scope according to size of the workplace, range of designs or products, specialisation in the workplace and workplace quality standards. Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for development of products or processes**	2.1	Identify and interpret provisional specifications in consultation with others, where required
		2.2	Identify requirements for feasibility study in conjunction with others, as required
		2.3	Provide assistance to feasibility studies to assess feasibility of design and development
3	**Assist in developing or engineering product**	3.1	Interpret product or process specifications and develop preliminary specifications from feasibility study
		3.2	Use specifications to develop or engineer the product
		3.3	Check or select raw materials to meet requirements
		3.4	Determine machine or equipment or skill availability according to requirements
4	**Conduct and assess trials**	4.1	Confirm and clarify requirements for trial to establish procedures and parameters as per site policies or procedures
		4.2	Liaise with production areas to organise and conduct

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			trials as per site policies or procedures
		4.3	Assess trials in accordance with the established workplace procedures
5	**Interpret and report results**	5.1	Analyse results of the trials to determine if performance is suitable for production to proceed
		5.2	Prepare reports on performance
		5.3	Maintain records according to workplace procedures, where required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Feasibility studies include, but are not limited to, one or more of the following:	• sampling • trial run production • consideration of machine capabilities • availability of resources • required quality • cost
WHS practices	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and includes one or more of the following: • manual handling techniques • SOPs • PPE • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN4016A Contribute to the development of products or processes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN4007 Contribute to the development of products or processes

Modification History

Release 1. Supersedes and is equivalent to LMTGN4016A Contribute to the development of products or processes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- providing assistance to feasibility studies to assess feasibility of design and development for at least two (2) different products or processes
- interpreting product or process specifications from feasibility study and using them to develop or engineer two (2) different products
- determining availability of required resources, including equipment, raw materials, skills and personnel according to requirements
- selecting, interpreting and evaluating procedures or processes
- liaising with production area to organise and conduct trials, and analysing and reporting on results of trials to determine if production can proceed
- preparing reports on performance and maintaining records according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry and product processes
- product and process development procedures
- machine or equipment, resource and skill capabilities within the workplace
- feasibility study and sampling procedures
- safety and environmental aspects of relevant workplace activities
- trials to assess if production can proceed, such as:
  - confirming and clarifying requirements
  - liaising with production area
  - allocating work
  - reviewing and evaluating processes and products

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  - performing trials
  - interpreting data
  - analysing results
- reporting processes
- quality practices
- workplace procedures
- recording and reporting practices.
-

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in contributing to the development of products or processes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

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MSTGN4008 Analyse product and determine machine settings

Modification History

Release 2. Supersedes and is Not equivalent to LMTGN4006A Evaluate equipment and systems

Release 1. Supersedes and is equivalent to LMTGN4008A Analyse product and determine machine settings

Application

This unit of competency covers the skills and knowledge required to identify and specify product and material characteristics and to specify machine settings and modifications for product change.

The unit of competency applies to examining sample material and product characteristics and determining machine settings or modifications that are required.

This unit of competency is applicable to all sectors of the textiles clothing and footwear (TCF) industry.

Work may involve discretion and judgment, for both self and others, in planning and selecting processes, procedures or outcomes.

Products and materials include those typically used within each sector of the TCF industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements		Performance criteria	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to determine machine settings**	2.1	Analyse pattern or product specifications
		2.2	Prepare and use measuring or testing equipment to identify characteristics or specifications of product and material
		2.3	Analyse product and material specifications to determine production parameters
3	**Analyse machine requirements**	3.1	Determine machine requirements and limitations relative to required specifications
		3.2	Determine machine WHS requirements
		3.3	Translate product and material specifications into machine settings and configurations
4	**Specify machine settings and modifications**	4.1	Establish modification requirements to meet workplace procedures and specified outcomes and seek approval, where required
		4.2	Assess modifications or adaptations in accordance with

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relevant procedures and specifications

4.3 Evaluate machine modifications and confirm they meet requirements

4.4 Check machine settings and modifications against specification prior to machine setting

4.5 Record machine settings and modifications and communicate them to appropriate team members

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Machine settings include, but

- mechanical devices and tools, such as cams, gears, trip

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are not limited to, one or more of the following:	tags and pin boards • microprocessor and computer-controlled machine settings

Unit Mapping Information

Release 2. Supersedes and is Not equivalent to LMTGN4006A Evaluate equipment and systems

Release 1. Supersedes and is equivalent to LMTGN4008A Analyse product and determine machine settings

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN4008 Analyse product and determine machine settings

Modification History

Release 2. Supersedes and is Not equivalent to LMTGN4006A Evaluate equipment and systems

Release 1. Supersedes and is equivalent to LMTGN4008A Analyse product and determine machine settings

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- confirming product and material specifications to determine production parameters for at least two (2) TCF products
- calculating and interpreting technical data to interpret specifications for machine settings
- determining product requirements and limitations of identified machine/s
- carrying out modifications or customisation, as required
- determining, recording and communicating machine settings for at least two (2) products to appropriate people
- complying with relevant workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- material and product characteristics
- measuring, calculating and testing procedures
- machine and equipment specifications and settings
- setting and adjustment requirements
- relevant technical specifications manuals
- quality practices
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in analysing product and determining machine settings, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

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MSTGN4009 Design production tooling

Modification History

Release 1. Supersedes and is equivalent to LMTGN4014A Design production tooling

Application

This unit of competency covers the skills and knowledge required to design tooling required for producing textile, clothing or footwear (TCF) products.

This unit of competency applies to the design of tooling to meet specific manufacturing requirements using manual or computer-aided design (CAD) systems.

This unit of competency is applicable to all sectors of the TCF industry.

Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes. The unit of competency can refer to workplace and client initiated ideas or requests.

The size and work organisation within enterprise will determine the range of interaction with other areas.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for design of production tooling**	2.1	Define and clarify tooling requirements
		2.2	Interpret specifications and design parameters
		2.3	Develop engineering or design specifications for tooling, including items to be produced internally or by external suppliers
		2.4	Use manual or CAD system according to workplace procedures and requirements of brief
3	**Contribute to development of design or engineering specifications**	3.1	Liaise with relevant personnel to confirm and prepare specification details in accordance with enterprise procedures, including required standards of construction and overall quality
		3.2	Provide tooling brief to engineering and external supplier, as required
		3.3	Liaise and communicate effectively with the component supplier and engineering area to manufacture knives or tooling
		3.4	Document procedure and maintain records

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Relevant personnel include, but are not limited to, one or more of the following:	• prototype or sample maker • engineering • management • external supplier
WHS practices	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • SOPs • PPE • safe materials handling

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- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN4014A Design production tooling

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN4009 Design production tooling

Modification History

Release 1. Supersedes and is equivalent to LMTGN4014A Design production tooling

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- defining requirements and developing accurate specifications
- using manual or computer-aided design (CAD) systems as required by context
- assessing technical requirements and providing tooling brief on at least two (2) occasions
- liaising and communicating effectively with relevant personnel
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- interpretation of specifications and the requirements of tooling design
- features of required manual or CAD design system
- roles of relevant personnel or work areas including prototype or sample maker, engineering, management and external supplier
- product construction and materials used in product production
- quality requirements
- materials used in product production
- workplace procedures and reporting processes
- work health and safety (WHS) practices, including hazard identification and control measures
- recording and reporting practices.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in designing production tooling, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

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MSTGN4010 Implement and monitor WHS and environmental systems in the workplace

Modification History

Release 1. Supersedes and is equivalent to LMTGN4010A Implement and monitor OHS in the workplace

Application

This unit of competency covers the knowledge and skills required to implement and monitor work health and safety (WHS) and environmental policies, procedures and programs in the relevant work area.

This unit of competency applies to implementing and monitoring WHS and environmental policies and procedures within an identified work area in an operational or production setting. Work may require discretion and judgement, for both self and others, in planning and selecting processes, procedures or outcomes.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

Work may be conducted in a variety of environments including operational workplace activities, restricted spaces, hazardous, controlled or exposed conditions, day or night operations in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Prepare to implement WHS and environmental policies and procedures**	1.1	Identify WHS and environmental legislative and regulatory policies and procedures relevant to workplace context
		1.2	Confirm policies and codes of practice relevant to work role
		1.3	Locate sources of information on relevant WHS and environmental policies and codes of practice
		1.4	Analyse the work environment to identify hazards, assess risks and judge when intervention to control risks is necessary
		1.5	Locate or prepare information on workplace WHS and environmental policies, procedures and programs in a suitable format
2	**Communicate WHS and environmental policies and procedures**	2.1	Provide information to the work group about WHS and environmental policies, procedures and programs
		2.2	Provide information about identified hazards and the outcomes of risk assessment and risk control procedures
		2.3	Explain procedures to manage identified hazards and the outcomes of risk assessment and risk control procedures
		2.4	Implement and monitor workplace practices for consultation over WHS and environmental issues to ensure that all members of the work group have the opportunity to contribute
		2.5	Promptly deal with and resolve issues raised through consultation or refer to the appropriate personnel for resolution in accordance with workplace procedures
		2.6	Inform work group promptly about outcomes of consultation over WHS and environmental issues.
3	**Implement and monitor practices**	3.1	Identify and report existing and potential hazards in the work area so that risk assessment and risk control

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	for identifying hazards and assessing and controlling risks		procedures can be applied
		3.2	Implement work procedures to control risks and monitor work group to ensure procedures are followed
		3.3	Monitor existing risk control measures and report results regularly in accordance with workplace procedures
		3.4	Identify any inadequacies in existing risk control measures or resource allocation in accordance with the hierarchy of control and report to designated personnel
4	**Implement and monitor the practices for dealing with hazardous events**	4.1	Assess the resources needed to apply different risk control measures and make recommendations to management
		4.2	Implement workplace procedures for dealing with hazardous events whenever necessary to ensure that prompt control action is taken
		4.3	Investigate hazardous events to identify their cause in accordance with investigation procedures
		4.4	Implement control measures to prevent recurrence and minimise risks of hazardous events based on the hierarchy of control (if within scope of responsibilities and competencies) or refer to designated personnel
5	**Implement and monitor practices for providing training and maintaining records**	5.1	Identify WHS and environmental training needs and specify gaps between competencies required and those held by work group members
		5.2	Make arrangements in consultation with relevant parties for fulfilling identified WHS and environmental training needs in both on and off the job training programs
		5.3	Complete accurate WHS and environmental records for work area in accordance with workplace and legal requirements
		5.4	Aggregate information from area WHS and environmental records, identify hazards and monitor risk control procedures within work area, according to workplace practices

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • standard operating procedures (SOPs) • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Participative arrangements include, but are not limited to, one or more of the following:	• formal and informal meetings • WHS committees • WHS representatives • suggestions, requests, reports and concerns put forward by employees
Identifying hazards includes, but is not limited to, one or more of the following:	• checking machinery/equipment and/or work area before and during work • workplace inspections • housekeeping • audits • job and work system assessment

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	• reviews of WHS records and registers • maintenance of plant and equipment
WHS and environmental training includes, but is not limited to, one or more of the following:	• induction training • specific hazard training • specific task or equipment training • emergency or evacuation training • safe handling of materials • disposal of chemical and hazardous substances • recycling
WHS practices	• WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and includes one or more of the following: • manual handling techniques • SOPs • personal protective equipment (PPE) • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN4010A Implement and monitor OHS in the workplace

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN4010 Implement and monitor WHS and environmental systems in the workplace

Modification History

Release 1. Supersedes and is equivalent to LMTGN4010A Implement and monitor OHS in the workplace

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures and safe work practices
- applying relevant standards
- analysing the work environment to identify hazards, assess risks and judge when intervention to control risks is necessary
- locating, interpreting and applying relevant information, including work health and safety (WHS) and environmental legislation and codes of practice
- applying organisational management systems and procedures to implement and monitor WHS and environmental policies and workplace procedures
- applying risk management procedures, including hazard identification, risk assessment and risk control
- implementing procedures to deal with hazardous events and taking action to prevent recurrence
- identifying training needs, encouraging participation and arranging for training, where required, to deal with workplace WHS and environmental issues
- providing at least three (3) examples of oral or written communication that encourages consultation, conveys information and provides feedback in written and /or oral form on WHS and environmental systems, in an identified workplace
- analysing relevant workplace data and documenting practices in an identified workplace or production operation to identify hazards, assess and mitigate risks, evaluate the effectiveness of risk control measures and implement environmental management strategies.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- the provisions of WHS and environmental legislation, regulations and codes of practice
- principles and practices of effective WHS and environmental management relevant to work context and role, such as:

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    - environmental protection
    - waste reduction
    - waste disposal
    - pollution control
    - recycling
- workplace WHS and environmental management systems, policies and procedures
- the characteristics and composition of the workforce that may impact on WHS management
- WHS practices, including hazard identification and control measures
- measures to maintain healthy environment and reduce waste relevant to context (reduce, re-use and recycle)
- risks and risk control relevant to the workplace
- risk control measures, including:
    - elimination of the risk
    - engineering controls
    - administrative controls
    - personal protective equipment
- sources of information suitable for communicating WHS and environmental information
- resources for assessing and providing training in WHS and environmental practices
- forms of Information, such as:
    - printed information
    - oral presentation
    - instructions
    - diagrams
    - brochures
    - signs
    - illustrations
    - flow charts
    - film or video presentations
    - web links
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in implementing and monitoring WHS and environmental systems, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN4011 Coordinate the quality system and procedures

Modification History

Release 1. Supersedes:

- LMTGN4011A Coordinate the quality system and procedures - Equivalent
- LMTLA4001A Monitor compliance with industry standards and regulations - Not equivalent
-

Application

This unit of competency covers the skills and knowledge required to coordinate the implementation of quality procedures and a quality assurance system within a work area of a textiles, clothing and footwear (TCF) enterprise.

The unit of competency applies to coordinating quality practices, maintaining work quality, and contributing to quality improvement of team/section output.

This unit of competency is applicable to all sectors of the TCF industry.

Work requires initiative and judgement to take appropriate action and may be conducted in large scale production or small business.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare quality system framework in work area**	2.1	Confirm, document and communicate quality assurance policy for work area to all levels of the workplace
		2.2	Confirm the organisation business goals and key quality performance indicators including product quality and process efficiency
		2.3	Develop and maintain quality assurance system for work in accordance with WHS practices
3	**Implement structured training program in accordance with quality system requirements**	3.1	Develop a quality implementation plan
		3.2	Communicate quality performance indicators and quality assessment system to relevant personnel
		3.3	Analyse roles and duties of relevant personnel and identify training needs in relation to quality
		3.4	Identify training needs and organise suitable training programs to meet these needs
		3.5	Assess effects of training on quality outcomes and take further action, if necessary, to address quality performance
		3.6	Maintain training records
4	**Evaluate the**	4.1	Conduct regular audits of the work area's quality system,

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quality system		policies and procedures
	4.2	Develop new procedures or work instructions, as required
	4.3	Implement and monitor improvements in the quality system

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Quality assurance systems include, but are not limited to, one or more of the following:	• identification and elimination of hazards and other WHS risk factors • setting the procedures to eliminate faults and

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	variation • setting procedures to achieve set standards of quality and efficiency • testing of textiles, fabrics, dyes, colour fastness finishes, yarns or other materials or finished TCF products •
Developing a quality system framework includes, but is not limited to, one or more of the following:	• developing sampling techniques which reflect the needs of the work area • establishing or maintaining quality circles or other relevant aspects of quality assurance systems for the work area • organising facilitation for monitoring of work teams to ensure compliance with standards • establish strategies for communicating quality information with work teams •
Preparing a quality implementation plan includes, but is not limited to, the following:	• identifying quality documentation requirements, including records of improvement plans and initiatives • preparing and maintaining documentation relating to process improvement, quality outcomes and standards • establishing and maintaining document control system •
WHS practices	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • SOPs • PPE • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other WHS practices relevant to the job and enterprise

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Unit Mapping Information

Release 1. Supersedes:

- LMTGN4011A Coordinate the quality system and procedures - Equivalent
- LMTLA4001A Monitor compliance with industry standards and regulations - Not equivalent
-

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN4011 Coordinate the quality system and procedures

Modification History

Release 1. Supersedes:

- LMTGN4011A Coordinate the quality system and procedures - Equivalent
- LMTLA4001A Monitor compliance with industry standards and regulations - Not equivalent
-

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other workplace documentation
- applying relevant standards
- determining quality indicators to support the organisation's business goals, and establishing a quality implementation plan to measure product quality and process efficiency
- completing a training needs analysis for at least two (2) workers in an identified production environment, maintaining training records, monitoring quality performance of work teams and ensuring compliance
- communicating effectively within the workplace to provide training and inform relevant personnel about quality assurance system and procedures
- collecting and analysing quality data to evaluate and assess effectiveness of quality system and procedures
- implementing quality improvement strategies
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- principles of quality and the application and delegation of responsibilities within quality systems
- organisation quality systems and appropriate national and international quality standards and protocols
- enterprise SOPs
- the organisation business goals and key performance indicators (KPIs)
- principles of policy and procedure development and process improvement

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- data management and documentation
- training procedures
- appropriate quality methodologies to measure quality of TCF production processes and quality improvement strategies
- sampling techniques for TCF products
- work health and safety (WHS) and environmental aspects of production and quality processes
- workplace practices and reporting processes
- relevant WHS legislation and codes of practice
- hazard identification and control measures associated with managing quality system and procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in coordinating the quality system and procedures, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN4012 Fabricate or machine tooling

Modification History

Release 1. Supersedes and is equivalent to LMTGN4012A Fabricate or machine tooling

Application

This unit of competency covers the skills and knowledge required to fabricate or machine tooling for applications within an enterprise.

The unit of competency applies to activities associated with the forming and shaping of tools. Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare tooling requirements**	2.1	Determine tooling requirements, measurements and limitations are according to design specifications provided
		2.2	Seek clarification related to tooling application, where required
		2.3	Select appropriate machines and equipment for the tasks
		2.4	Prepare and adjust machines and equipment, as necessary, for operation according to standard operating procedures
3	**Form or shape tool**	3.1	Select, mark or otherwise prepare tooling material for fabrication and machining
		3.2	Make allowances for shrinkage, thicknesses, templates, gauges and inside or outside measurements
		3.3	Perform fabrication or machining procedures in accordance with WHS practices and workplace procedures
		3.4	Check completed tooling conforms to design specifications

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Tooling includes, but is not limited to, one or more of the following:	• cutting knives • punch dies

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN4012A Fabricate or machine tooling

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN4012 Fabricate or machine tooling

Modification History

Release 1. Supersedes and is equivalent to LMTGN4012A Fabricate or machine tooling

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and specifications
- applying relevant standards
- establishing tooling requirements
- operating machines or equipment appropriately
- fabricating or machining tooling accurately on at least two (2) occasions
- liaising with engineer or external supplier
- communicating effectively with design team and customers
- checking outcomes against quality standards and specifications
- applying work health and safety (WHS) policies in work operations
- maintaining accurate records, document and transfer information
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- procedures for set up and operation of machinery
- procedures for forming and shaping
- relevant standards
- quality requirements
- materials used in production
- WHS and environmental aspects of relevant enterprise activities
- workplace procedures and reporting processes
- relevant WHS legislation and codes of practice
- WHS practices, including hazard identification and control measures
- recording and reporting practices
- workplace procedures.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in fabricating machine tooling, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN4013 Manage technical processes

Modification History

Release 1. Supersedes and is equivalent to LMTGN4013A Manage technical processes

Application

This unit of competency covers the skills and knowledge required to manage the technical processes, particularly in the preparation of chemicals, monitoring production stages and measuring specified process parameters.

This unit of competency applies to managing the technical processes for hide, skin and leather, fibres, yarns or fabrics and textile products, including the handling, preparing, using and storing of chemicals. Judgement may be required in planning and selecting appropriate processes or procedures for self and others.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

Technical processes can relate to processes for tanning or processing hides, skins or leather, manufacturing fibres, yarns or fabrics, and dying finishing or printing textile products.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to manage technical process**	2.1	Interpret resources and procedures requirements of technical process
		2.2	Confirm schedules and technical resources with relevant personnel
		2.3	Clarify process and safety requirements, where necessary
		2.4	Allocate roles and responsibilities for work activities
3	**Implement technical process**	3.1	Monitor technical process and where required provide guidance
		3.2	Monitor process parameters to ensure conformance to requirements
		3.3	Monitor safety associated with the process, including chemical handling
4	**Resolve process problems**	4.1	Facilitate meetings or discussions to identify methods to solve process problems
		4.2	Use knowledge of process improvement and technical systems to systematically identify and resolve process problems
		4.3	Recommend and document preferred option to resolve

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			the problem
		4.4	Facilitate implementation of the recommended problem resolution option
5	**Monitor process improvements and variations**	5.1	Monitor process improvements and variations to ensure outcome meets specifications, production schedule and workplace requirements
		5.2	Collate and analyse data to evaluate the effectiveness of process improvements or variations
		5.3	Record and report outcomes to relevant personnel

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Process parameters include, but are not limited to, one or more of the following:	• speed • temperature • pressure • chemical values • time • volume • quantities • pH Baume (BE) • concentration
Chemical processes include, but are not limited to, one or more of the following:	• chemical preservation • wool removal and skin pickle (wool off) • soak, scour, bleach, pickle and sytan (wool on) • chemical preparation • tannage • drum processes (bovine and hair off) • preparation to crust (rewet and dyehouse processing) • finishing leather and woolskin (coatings) • dyeing and colouration • application of finishes • fabric formation • textile finishing processes
Work activities include, but are not limited to, one or more of the following:	• work allocation • process monitoring • solving process problems • reviewing and evaluating process • monitoring safety
WHS practices	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • SOPs • PPE

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- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN4013A Manage technical processes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN4013 Manage technical processes

Modification History

Release 1. Supersedes and is equivalent to LMTGN4013A Manage technical processes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting resources and procedures requirements of technical process, and confirming schedules and technical resources with relevant personnel
- allocating tasks and roles to relevant personnel and matching personnel to tasks and roles
- facilitating problem solving associated with process variations
- analysing process parameters
- monitoring safety, including chemical handling
- monitoring process improvements and variations to ensure outcome meets specifications, production schedule and workplace requirements
- collating and analysing data to evaluate the effectiveness of process improvements or variations
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry and product and technical processes and equipment and resources
- technical processes of relevant sector: for tanning or processing hides, skins or leather; manufacturing fibres, yarns or fabrics; and dying finishing or printing textile products
- technical and specified process parameters
- characteristics of raw materials and their properties
- processing, measurement, matches (dyes and finishes)
- monitoring processes and procedures
- quality standards and manual handling procedures
- work health and safety (WHS) and environmental aspects of relevant processes, including use of chemicals
- workplace procedures and reporting and documentation processes and procedures

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- chemical processes relating to production
- WHS practices, including hazard identification and control measures
- safe handling of chemicals
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in managing technical processes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN5001 Participate in production planning processes

Modification History

Release 1. Supersedes and is equivalent to LMTGN5001B Participate in production planning processes

Application

This unit of competency covers the skills and knowledge required to participate in production planning processes.

Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes. Production plans are used to guide production according to enterprise needs.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Confirm production requirements**	2.1	Confirm projected requirements regarding stock supplies, product quantities, quality and delivery schedules
		2.2	Resolve any identified issues and problems concerning projected requirements, in collaboration with relevant personnel
		2.3	Determine requirements for implementing organisational systems
		2.4	Comply with relevant workplace procedures
3	**Gather specific production information**	3.1	Obtain and confirm specific information relating to production capacity
		3.2	Gather and interpret details of production line requirements regarding batch or run sizes and other relevant information to prepare production plan
		3.3	Identify and confirm resources, supply requirements, availability of machines and personnel
4	**Participate in planning meetings and record outcomes**	4.1	Confirm specific requirements for meetings
		4.2	Prepare production data and other planning information
		4.3	Contribute and discuss information according to meeting procedures
		4.4	Take follow-up action on meeting outcomes

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4.5 Maintain production planning records and prepare reports, where necessary

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards includes:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Production requirements include, but are not limited to, the following:	• stock supplies • product quantities • quality • delivery schedules
Organisational systems	• just in time (JIT)

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include, but are not limited to, one or more of the following:

- value-added modelling (VAM)
- quick response
- quality management systems
- team processes
- benchmarking

Product data includes, but is not limited to, one or more of the following:

- plant layout
- machine operating manuals and other equipment records
- production data collected manually or electronically
- quality specifications
- drawings, sketches and other specifications

Production planning includes, but is not limited to, one or more of the following:

- establishing an overall plan for production and delivery
- repetitive production runs
- short runs
- quick changes
- a diversity of styles
- indent orders
- stock services replenishment

WHS practices

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following to:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN5001B Participate in production planning processes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN5001 Participate in production planning processes

Modification History

Release 1. Supersedes and is equivalent to LMTGN5001B Participate in production planning processes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- determining requirements for implementing organisational systems
- preparing documentation to confirm resources, supply requirements, machines and personnel to prepare production plan on least two (2) occasions
- identifying stock supplies, product quantities, quality and delivery schedules, production capacity, batch or run sizes and other relevant information relevant to quality system
- communicating effectively with individuals, work groups and supervisors in production planning and contributing to interchange of information at planning meetings
- maintaining production planning records and preparing reports, where necessary.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- production processes, products and machines
- details of production line requirements
- work and workplace organisation systems
- resource requirements, including supplies, materials and personnel
- meeting procedures
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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    - have vocational competency in participating in production planning processes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN5004 Manage installation and commissioning of equipment and systems

Modification History

Release 1. Supersedes and is equivalent to LMTGN5004A Manage installation and commissioning of equipment and systems

Application

This unit of competency covers the skills and knowledge required to manage the installation and commissioning of equipment and systems used in a textiles, clothing and footwear (TCF) workplace.

The unit of competency applies to the managing the installation and commissioning of equipment where significant judgement is required in planning, technical or supervisory activities related to operations or processes. The work may involve individual and team-related activities, and can include liaison with specialist technicians or contractors. Work may be conducted in a large scale production or small business situation in a TCF sector.

This unit of competency is applicable to all sectors of the textile clothing and footwear industry.

The unit of competency may relate to onshore or offshore applications. It includes all local requirements and may include establishing a new production line.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to manage installation and commissioning of equipment**	2.1	Identify and confirm items to be included in work plan and specification document
		2.2	Draw up work plan for installation and commissioning of equipment and systems, including management and reporting procedures
		2.3	Prepare specification document according to workplace and/or manufacturer practices
3	**Manage and monitor contract arrangements**	3.1	Coordinate contract arrangements for the installation and commissioning of equipment/systems, including all legal, insurance and safety requirements, in accordance with workplace and/or legislative procedures
		3.2	Monitor contract arrangements to ensure they comply with requirements and deal with variations according to agreed strategy
		3.3	Gather information to establish schedule and maintain budget forecasts
		3.4	Monitor deviation from performance targets and, if necessary, take corrective action
		3.5	Assess scheduling and budgeting processes to determine whether variations or alternative plans are indicated

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4	**Assess and report on installation**	4.1	Determine legal, environmental and WHS requirements related to installation and commissioning of equipment/systems
		4.2	Manage the application of technical skills by other personnel to ensure compliance
		4.3	Assess completed work to confirm all specifications have been incorporated
		4.4	Prepare report on work completed in accordance with workplace procedures
		4.5	Maintain records of installation and commissioning activities, in accordance with workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Equipment and systems include, but are not limited to, one or more of the following:	• microprocessor or computer control • production and facility equipment used within the enterprise
Workplace practices include one or more of the following:	• workplace practices relating to managing installation and commissioning of equipment and systems • conditions of service, legislation and industrial agreements, including workplace agreements and awards and federal or state/territory legislation • standard work practices • reporting verbally or in writing • oral, written or visual communication • being responsible for the maintenance of own work quality and contributing to the quality improvement of team or section output, where necessary • safety, environmental, housekeeping and quality practices as specified by machine and equipment manufacturers, regulatory authorities and the organisation
WHS practices include one or more of the following:	• use of PPE • safe materials handling practices • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • storage of equipment • workstation housekeeping • cleaning of equipment • workers' compensation legislation

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN5004A Manage installation and commissioning of equipment and systems

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Links

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Assessment Requirements for MSTGN5004 Manage installation and commissioning of equipment and systems

Modification History

Release 1. Supersedes and is equivalent to LMTGN5004A Manage installation and commissioning of equipment and systems

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- developing and preparing work plan and specification documents
- organising and monitoring contract arrangements
- assessing scheduling and budgeting procedures
- dealing with variations in contract arrangements and deviations from performance targets
- implementing legal, environmental and work health and safety (WHS) obligations/requirements
- managing the application of technical skills by other personnel to ensure completed work meets specifications
- assessing completed work to confirm all specifications have been incorporated
- determining report requirements and presenting information in appropriate formats
- maintaining records of installation and commissioning activities in accordance with workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- appropriate installation and commissioning procedures
- WHS considerations and environmental factors
- contract requirements
- processes for dealing with contract variations and deviations from performance targets
- WHS and environmental aspects of relevant enterprise activities
- workplace practices and reporting/recording processes
- relevant WHS legislation, regulatory requirements and codes of practice
- hazard identification and control measures associated with managing installation and commissioning of equipment and systems

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- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in managing installation and commissioning of equipment and systems, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN5005 Provide global operations support

Modification History

Release 1. Supersedes and is equivalent to LMTGN5005A Provide global operations support

Application

This unit of competency covers the skills and knowledge required to provide support to local and international production and marketing operations in a textiles, clothing and footwear (TCF) enterprise operating in local, national and global contexts.

This unit of competency is applicable to all sectors of the TCF industry.

The unit of competency applies to global production and/or marketing operations where judgement may be required in planning and selecting appropriate processes or procedures for self and others within routine and non-routine situations. Work may be conducted in a large scale production or small business situation in a TCF sector and in a variety of environments, including operational workplace activities, restricted space, hazardous, controlled or exposed conditions.

The unit of competency may apply to daily or production run applications. It includes repetitive production runs, short runs and quick changes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to provide support to global operations**	2.1	Gather and analyse information on global markets and global production operations in accordance with workplace practices
		2.2	Investigate sourcing of equipment, materials and staffing in consultation with overseas contacts
		2.3	Check quality standards and safe work practices to ensure compliance
		2.4	Make recommendations on production or marketing requirements in accordance with workplace practices
		2.5	Organise machine operations, staff and production processes needed for offshore operations, in collaboration with overseas contacts, to meet production requirements
3	**Assist in implementing global production operations and process improvements**	3.1	Identify, specify and implement requirements for efficient global production, in collaboration with Australian and overseas contacts, and in accordance with workplace practices
		3.2	Check compliance of global production operations with specified requirements in collaboration with overseas contacts
		3.3	Identify, report, record and investigate non-compliance to determine causes

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		3.4	Use outcomes of monitoring activities and feedback from overseas production staff to identify and implement actions to prevent or correct non-compliance
		3.5	Communicate changes to relevant personnel in a logical and easily understood manner
		3.6	Monitor changes to confirm improvement to production efficiency
4	**Review global marketing strategies and policies**	4.1	Interpret outcomes of research and analysis of global marketing data and make recommendations on opportunities and strategies
		4.2	Prepare reports on marketing opportunities and strategies and present to relevant persons in the workplace
		4.3	Provide assistance to marketing managers in Australia and overseas to implement global marketing strategies and policies
		4.4	Review feedback on marketing performance in accordance with workplace practices
5	**Implement and document improvements to global marketing performance**	5.1	Identify opportunities for improvements in global marketing strategies in collaboration with others, and make recommendations to relevant workplace personnel
		5.2	Implement approved improvements to global marketing in accordance with workplace practices
		5.3	Maintain global production and marketing coordination, monitor records and prepare reports, where necessary, in accordance with workplace practices

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Organisation systems include, but are not limited to, one or more of the following:	• just in time (JIT) • value-added modelling (VAM) • quick response • quality circles • team processes • benchmarking

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN5005A Provide global operations support

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN5005 Provide global operations support

Modification History

Release 1. Supersedes and is equivalent to LMTGN5005A Provide global operations support

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- identifying sources of equipment, materials and staffing for global production, in consultation with overseas contacts
- organising machine operations, staff and production processes needed for offshore operations, in collaboration with overseas contacts, to meet production requirements
- checking overseas quality standards and safe work practices, and implementing opportunities to prevent or correct non-compliance
- liaising with offshore contacts on production/marketing matters, and identifying and implementing opportunities to improve global marketing strategies and outcomes
- communicating in a logical and easy to understand manner
- interpreting outcomes of research and analysis of global marketing data, and providing assistance to marketing managers in Australia and overseas to implement global marketing strategies and policies
- implementing and documenting improvements to global marketing performance
- maintaining global production and marketing coordination, monitoring records and preparing reports, where necessary, in accordance with workplace practices.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- production control and efficiency processes
- quality assurance processes
- production processes
- work health and safety (WHS) and environmental aspects of relevant enterprise activities
- workplace procedures and reporting processes
- international regulations, pricing structures and import/export factors
- production times, quality assurance factors and production/marketing

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- global marketing opportunities and improvement strategies
- global production operations and/or marketing arrangements
- relevant WHS legislation, regulatory requirements and codes of practice
- workplace procedures
- report and documentation requirements.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in providing global operations support, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN5006 Plan and organise non-routine testing

Modification History

Release 1. Supersedes and is equivalent to LMTGN5010A Plan and organise non-routine testing

Application

This unit of competency covers the skills and knowledge required to plan and organise non-routine testing within the enterprise.

The unit of competency applies to non-routine testing associated with the product and process development for textile production.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities and can include liaison with specialist technicians.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTTX4003 Perform routine textile testing and analyse results

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Plan or develop tests**	2.1	Obtain relevant information to establish criteria for tests
		2.2	Develop or plan test to meet criteria, including testing at set stages if required
3	**Organise non-routine tests**	3.1	Confirm requirements, as necessary
		3.2	Obtain and prepare equipment and resources required to perform the tests
		3.3	Test raw material, yarn, chemical mix or finished fabric against specified quality standards using prescribed testing procedures and in accordance with WHS practices and workplace procedures
4	**Analyse, interpret and report results**	4.1	Collate and analyse results of the tests
		4.2	Interpret analysis to determine performance and acceptability for production
		4.3	Prepare reports to document test and outcomes

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Non-routine tests include, but are not limited to, one or more of the following:	• tests performed in a laboratory environment to laboratory level standards • destructive testing
Tests include, but are not limited to, one or more of the following:	• evenness testing • moisture content • dry fastness • fibre construction • fibre identification and quantitative analyses • moisture retention • wicking
Equipment and resources include, but are not limited to, one or more of the following:	• weighing scales • rulers templates • strength testers • conditioners or dryers

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- single yarn testers
- abrasion testers
- pilling box
- chemicals

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and includes one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN5010A Plan and organise non-routine testing

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN5006 Plan and organise non-routine testing

Modification History

Release 1. Supersedes and is equivalent to LMTGN5010A Plan and organise non-routine testing

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- establishing criteria for tests and developing and planning tests to suit criteria
- conducting at least three (3) tests on each of a variety of textile, clothing and footwear (TCF) materials according to identified project, such as raw material, yarn, chemical mix or finished fabric, against specified quality standards
- using prescribed testing procedures and in accordance with work health and safety (WHS) practices against specified quality standards
- collating, analysing and interpreting tests to assess suitability for production
- maintaining accurate records and reporting test outcomes
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- the elements and principles of testing and how they can be used to assist in assessing the quality of raw materials/products in the textile industry
- analysis and interpretation of test results
- product and process specifications
- raw materials and their properties
- colour chemistry
- safety and environmental aspects of relevant enterprise activities
- non-routine testing
- WHS practices, including hazard identification and control measures
- quality practices
- workplace practices
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
- satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
- have vocational competency in planning and organising non-routine testing, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN5007 Prepare procedures and specifications for TCF operations

Modification History

Release 1. Supersedes and is equivalent to LMTGN5007A Prepare procedures and specifications for textiles, clothing and footwear operations

Application

This unit of competency covers the skills and knowledge required to prepare and confirm workplace procedures for use in a textiles, clothing and footwear (TCF) workplace.

This unit of competency is applicable to all sectors of the TCF industry.

The unit of competency applies to preparing and confirming workplace procedures and manuals in a TCF production workplace where judgement may be required in planning and selecting appropriate processes or procedures for self and others. Work may be conducted in a large scale production or small business situation in any TCF sector.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Plan to prepare procedures and specifications for TCF operations**	2.1	Identify and assemble information required for SOPs for the TCF operation
		2.2	Establish and confirm specification requirements and format and interpret TCF formulas and terminology
		2.3	Analyse information needs of audience or team members
3	**Prepare specifications**	3.1	Write specifications in an appropriate format for the TCF operation to ensure requirements can be met
		3.2	Incorporate special requirements into the specifications
		3.3	Write specifications in a manner that is clear and understood in the workplace
4	**Prepare SOPs or manuals**	4.1	Collect, review and interpret information needed to establish the operating procedures or manual is in accordance with WHS procedures
		4.2	Prepare documentation to formalise processes for achieving the enterprise objectives
		4.3	Assign or delegate responsibility for all updates and changes to the procedures or manuals
5	**Review procedures and specifications against standards and maintain**	5.1	Monitor compliance with the procedures and specification requirements in relation to the required application
		5.2	Assess, report and act on results according to workplace

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records		procedures
	5.3	Maintain records of procedures and specifications and prepare associated reports, where necessary, in accordance with workplace procedures
	5.4	Make presentations on production performance and developments at management meetings

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Preparation specifications include, but are not limited to, the	• assembling information and confirming requirements

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following:	• documentation preparation • review of procedures • consultation with other personnel, equipment/machine suppliers and customers
Procedures and specifications include, but are not limited to, one or more of the following:	• enterprise or client standards • established processes • industry standards • workplace regulations • work practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN5007A Prepare procedures and specifications for textiles, clothing and footwear operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN5007 Prepare procedures and specifications for TCF operations

Modification History

Release 1. Supersedes and is equivalent to LMTGN5007A Prepare procedures and specifications for textiles, clothing and footwear operations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- assembling information and specification requirements
- interpreting and analysing information for use in procedures or manuals
- writing procedures and specifications with respect to customer or workplace needs on at least two (2) occasions
- confirming accuracy and appropriateness of prepared procedures or manuals
- ensuring work health and safety (WHS) policies and statutory regulations are appropriately addressed in procedures or manuals
- delegating responsibility for maintaining document accuracy
- reviewing effectiveness of procedures and specifications against standards
- presenting reports on production performance and developments to management, as required
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- specific TCF production operations, technology and skills
- enterprise systems and requirements
- industry standards, regulations and terminology
- WHS and environmental aspects of production processes
- standards for job instructions, specifications, SOPs, patterns, charts and tickets
- order forms and other applicable reference material
- workplace policies/procedures and reporting processes
- relevant WHS legislation and codes of practice
- reporting or recording processes

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- relevant regulatory requirements and codes of practice
- hazard identification and control measures associated with preparing procedures and specifications.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in preparing procedures and specifications for textiles, clothing and footwear operations, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN5008 Identify opportunities in the TCF market

Modification History

Release 1. Supersedes and is equivalent to LMTGN5008A Identify opportunities in the textiles, clothing and footwear market

Application

This unit of competency covers skills and knowledge required to conduct market research into textiles, clothing and footwear (TCF) markets and identify opportunities for improving the performance or outcomes of a TCF product.

The unit of competency applies to enterprises involved in the supply of products and services within the TCF industry.

This unit of competency is applicable to all sectors of the TCF industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN4004 Analyse TCF merchandising and marketing principles

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Conduct market research**	1.1	Select target for market research and develop research parameters
		1.2	Plan and document market research activity and evaluation strategy
		1.3	Conduct research into TCF market and document outcomes and apply ethical standards
		1.4	Analyse research findings and identify potential opportunities
2	**Analyse TCF market opportunities**	2.1	Analyse research findings on domestic and global trends to assess potential opportunities
		2.2	Conduct feasibility studies to assess opportunities
		2.3	Discuss opportunities with team members and members of the TCF supply chain to gain feedback
		2.4	Develop concepts to explore TCF opportunities
3	**Conduct tests on TCF concepts**	3.1	Conduct tests on materials, fabrics, products or processes to assess viability of concepts
		3.2	Apply technical knowledge of TCF materials and production processes to test rigor of concepts
		3.3	Develop sample products to test concepts with key personnel and target market
4	**Prepare a strategic plan**	4.1	Develop a strategic plan, including budget, to explore TCF market opportunities
		4.2	Present plan to key personnel to gain feedback and support
		4.3	Consider and incorporate feedback, where appropriate, and finalise strategic plan

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • standard operating procedures (SOPs) • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Target includes, but is not limited to, one or more of the following:	• garments, textiles or other TCF products • TCF supply chain components • market segments
Mediums used for market research includes but is not limited to, one or more of the following:	• On line surveys • Postal surveys • Client interviews formal / in formal • Supplier interview formal / informal • Telephone surveys

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- Industry workshop
- Focus groups
- Social media platforms
- Trade magazines

TCF supply chain includes, but is not limited to, one or more of the following:

- suppliers of raw materials
- spinners, wool processors and technical textile processors
- textile production enterprises
- patternmakers, machinists, designers and garment assembly enterprises
- producers of footwear, headwear and millinery or fashion accessories
- quality assurers
- suppliers of testing expertise and processing
- distributors
- outworkers
- sales and marketing suppliers
- point of sale merchandisers
- wholesale and retail outlets
- media and promoters
- packaging suppliers
- warehousing

Technical knowledge includes. but is not limited to, the following:

- properties and performance characteristics of fibres, fabrics and yarns and other materials used in the TCF product
- quality indicators for fabric, such as colour steadfastness, shrinkage, durability and grain
- processes used to produce TCF product and impacts on raw materials
- costs associated with materials and production processes
- limitations of TCF materials
- limitations of production processes for TCF products

Sample products include, but are not limited to, one or more of the following:

- short runs
- fabric samples
- prototype products
- textile samples

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- design samples
- demonstrations
- trials

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN5008A Identify opportunities in the textiles, clothing and footwear market

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN5008 Identify opportunities in the TCF market

Modification History

Release 1. Supersedes and is equivalent to LMTGN5008A Identify opportunities in the textiles, clothing and footwear market

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures and safe work practices and other reference material
- applying relevant standards
- planning and conducting market research and analysing research findings on domestic and global trends to assess potential opportunities
- conducting feasibility studies to assess opportunities and consult with team members and members of the TCF supply chain to gain feedback
- developing concepts for at least three (3) products or a small range to explore TCF opportunities, and conducting tests on materials, fabrics, products or processes to assess viability of concepts
- developing at least three (3) sample products or a small range to test concepts with key personnel and target market
- developing a strategic plan, including budget, to explore TCF market opportunities
- seeking and incorporating feedback where appropriate and finalising strategic plan.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- domestic TCF market trends
- global TCF market trends
- interrelationship between local and global markets
- opportunities in marketing products in the TCF Industry
- limitations of the collection of market research data
- ethical standards when collecting and collating market research data, such as:
  - confidentiality
  - discretion
  - respecting copyright and patents
  - trust

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    - fairness
    - respect for others
    - respect for privacy
    - not sharing another's private information
- different target markets and the opportunity to identify niche markets
- formal report writing when undertaking strategic plan
- test procedures to assess quality of materials and products
- properties and performance characteristics of fibres, fabrics and yarns and other materials used in the TCF product
- quality indicators for fabric, such as colour steadfastness, shrinkage, durability and grain
- processes used to produce TCF product and impacts on raw materials
- costs associated with materials and production processes
- limitations of TCF materials
- limitations of production processes for TCF products
- work health and safety (WHS) practices, including hazard identification and control measures
- quality practices
- workplace procedures.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in identifying opportunities in the textiles, clothing and footwear market at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

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Links

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MSTGN5009 Develop and test TCF products or processes

Modification History

Release 1. Supersedes and is equivalent to LMTGN5011A Develop and test textile, clothing and footwear products or processes

Application

This unit of competency covers the skills and knowledge required to develop and test a textiles, clothing and footwear (TCF) product or process to achieve required specifications.

The unit of competency applies to the development of a new product or production process or the significant modification of an established product or process to meet design and quality specifications. Routine or non-routine testing procedures must be implemented to test that the development achieves specifications. This unit of competency may involve the development and testing of a prototype or sample product or the design of a manufacturing process or production equipment.

This unit of competency is applicable to all sectors of the TCF industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication

Pre-requisite Unit

MSTTX4003 Perform routine textile testing and analyse results

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Interpret development specifications**	2.1	Interpret development need and parameters
		2.2	Obtain and interpret design and quality specifications appropriate to the TCF product or process from data sheets, production schedules process specifications or the client
		2.3	Interpret specifications applying to TCF materials or TCF production processes
		2.4	Interpret, use and apply TCF industry terminology relating to raw materials and processing
		2.5	Use information resources to clarify specifications, as required
3	**Develop TCF product or process design**	3.1	Conduct research to identify development options and examine relevance for specific TCF application
		3.2	Develop preliminary design to explore options with key personnel
		3.3	Apply feedback to reassess ideas and produce detailed design concept according to required specifications
		3.4	Clarify details of design concept
4	**Test product or process design**	4.1	Determine appropriate processes to test the design concept in a TCF context, including testing of materials,

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	concept		processes and specifications
		4.2	Undertake and document calculations to determine test time, volume and temperatures
		4.3	Develop test procedures and specifications
		4.4	Select and prepare test equipment, tools and materials and work area according to test specifications
		4.5	Undertake test according to test procedures and WHS practices
5	**Interpret and document test results and confirm design**	5.1	Document, check and validate test results in accordance with test specifications
		5.2	Discuss test results with key personnel, examine new information and assess implications for identified product or process
		5.3	Use information from development and testing of TCF product or process to modify and improve design specifications
		5.4	Use test results to adjust manufacturing process or identify suitable TCF materials
		5.5	Document improved design and specifications

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures	• requirements prescribed by legislation, awards,

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include one or more of the following:	agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Parameters include, but are not limited to, the following:	• cost • timing • location • material use • product function • product performance • special features
Clarify details of design concept includes, but is not limited to, the following:	• specify and document materials, processes, equipment and other required elements in design • undertake and verify calculations • conduct risk analysis to identify possible problems and develop contingency plans • identify issues to assess feasibility of design and note for testing • identify strengths and weaknesses of design and note for testing
Undertake test procedures includes, but is not limited to, the following:	• monitor test process to ensure compliance to test specifications • document all deviations from test procedures and identify cause • clean and restore test equipment, tools and materials
Calculations include, but are	• percentages

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not limited to, one or more of the following:	• volumes • mass
Key personnel include, but are not limited to, one or more of the following:	• supervisors • team leaders • trainers • engineers • textile mechanics • production personnel • design personnel • quality personnel • sales and marketing personnel
Appropriate processes include, but are not limited to, one or more of the following:	• development of a prototype • development of a sample • demonstration • routine tests • non-routine tests
WHS practices	WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • SOPs • PPE • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN5011A Develop and test textile, clothing and footwear products or processes

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN5009 Develop and test TCF products or processes

Modification History

Release 1. Supersedes and is equivalent to LMTGN5011A Develop and test textile, clothing and footwear products or processes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting design and quality specifications appropriate to at least one (1) TCF product or process from data sheets, production schedules process specifications or the client
- conducting research to identify development options, examining relevance for specific TCF application and developing preliminary design to explore options with key personnel
- developing test procedures and specifications and undertaking test according to test procedures and work health and safety (WHS) practices
- using information from development and testing of TCF product or process to modify and improve design specifications and adjust manufacturing process or identify suitable TCF materials
- documenting improved design and specifications.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- textile industry terminology
- international and Australian specification Standards
- TCF production processes, such as:
  - design
  - weaving
  - knitting
  - washing
  - bleaching
  - dyeing
  - tufting
  - assembly

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  - finishing
  - printing
- TCF materials
  - fibres
  - yarns
  - fabrics
  - dyes and chemicals
  - leather
  - technical textiles
- TCF products
- systems and formula used in textile calculations
- routine and non-routine TCF tests
- TCF test equipment and tools
- test materials
- quality practices
- workplace procedures
- practices for recording and reporting
- WHS practices and procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in developing and testing textile, clothing and footwear products or processes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

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MSTGN6001 Develop and implement a sales or marketing strategy for fashion or textile items

Modification History

Release 1. Supersedes and is equivalent to LMTGN6001B Develop and implement a sales or marketing plan

Application

This unit of competency covers the skills and knowledge required to develop and implement a sales and marketing strategy for a textile, clothing and footwear (TCF) product or process.

The unit of competency applies to the development and implementation of a sales and marketing strategy for a design, product or range, or the design of a manufacturing process for TCF products, in a domestic or international market.

This unit of competency is applicable to all sectors of the TCF industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Significant judgement is required in planning, technical or supervisory activities related to operations or processes.

No licensing, legislative or certification requirements apply to this unit at the time of publication

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Prepare to develop a sales or marketing strategy**	1.1	Define and analyse business goals and objectives to assist in formulating a sales and marketing strategy
		1.2	Research market trends and analyse issues related to workplace
		1.3	Analyse production and marketing practices, and workplace procedures, and their effects on workplace
		1.4	Determine strategic direction in line with aims of business, customer requirements, market position, sales objectives, opportunities and resources available
		1.5	Identify and prioritise sales and marketing strategies in order to optimise sales and profit
2	**Develop a sales or marketing strategy**	2.1	Use business resources and appropriate personnel to optimise research and scope potential components of a sales or marketing strategy
		2.2	Determine components of the strategy and a time frame to optimise its effectiveness
		2.3	Liaise with relevant personnel and seek external specialist advice, where applicable
		2.4	Develop strategy which reflects overall business directions, characteristics of the market, long and short-term objectives and budget
3	**Implement and monitor sales or marketing strategy**	3.1	Coordinate relevant personnel to implement sales and marketing strategy
		3.2	Establish monitoring procedures to assess effect of strategy on business outcomes within identified timeframes
		3.3	Measure and monitor financial and other relevant data against objectives to identify if progress is made towards achieving target

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		3.4	Monitor implementation of strategy to establish overall performance
4	**Review and report on sales or marketing strategy**	4.1	Maintain records of sales or marketing strategy activities and prepare reports
		4.2	Conduct review of sales and marketing strategy outcomes and assess results
		4.3	Develop proposals to modify sales or marketing strategy, as necessary, to reflect dynamics of market place
		4.4	Prepare report on sales or marketing strategy outcomes and recommendations for presentation to management meetings

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

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	• WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Market includes, but is not limited to, one or more of the following:	• local markets • national markets • global markets
Production and marketing practices include, but are not limited to, one or more of the following:	• import and export of materials, components or complete products • direct marketing • wholesale and retail store distribution • exhibitions, shows and events
Develop a sales and marketing strategy includes, but is not limited to, the following:	• analysis of business goals and market trends • marketing strategy options • monitoring and measuring of financial data • review procedures and liaison with other departments

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN6001B Develop and implement a sales or marketing plan

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN6001 Develop and implement a sales or marketing strategy for fashion or textile items

Modification History

Release 1. Supersedes and is equivalent to LMTGN6001B Develop and implement a sales or marketing plan

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting and analysing goals and market trends
- determining strategic direction in line with aims of business, customer requirements, market position, sales objectives, opportunities and resources available
- developing a strategy which reflects overall business directions, characteristics of the market, long and short-term objectives and budget, for at least one (1) fashion or textile item
- coordinating personnel to implement the strategy
- establishing monitoring procedures to assess effect of strategy on business outcomes within identified timeframes
- measuring and monitoring financial and other relevant data against objectives
- reviewing and proposing changes to modify sales or marketing strategy
- preparing report on sales or marketing strategy outcomes and recommendations, according to workplace procedures, for presentation to management meetings.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- the industry, including markets, local and global trends and how these impact on the workplace
- workplace products
- key elements of production capability in terms of its implications for sales and marketing strategy
- components of sales or marketing strategies
- sourcing procedures

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- range of distribution channels (e.g. direct marketing, chain stores, niche markets)
- strengths, weaknesses, opportunities and threats (SWOT) analysis techniques
- requirements of workplace policies and procedures, structure and technical competency in relation to a sales or marketing strategy
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in developing and implementing a sales or marketing strategy for fashion or textile items, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN6002 Manage quality system and procedures

Modification History

Release 1. Supersedes and is equivalent to LMTGN6002A Manage quality system and procedures

Application

This unit of competency covers the skills and knowledge required to manage a quality system and procedures for textile, clothing and footwear (TCF) products and services

The unit of competency applies to management of a quality system and procedures where work requires initiative and judgement to take appropriate action and structure a quality system to support effective business operation.

This unit of competency is applicable to all sectors of the TCF industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Implement quality assurance system**	2.1	Establish, document and communicate quality assurance policy to all levels of the workplace
		2.2	Develop sampling techniques that reflect needs of workplace and product
		2.3	Establish or maintain quality circles and other relevant aspects of quality assurance systems
		2.4	Organise facilitation for monitoring work teams to ensure compliance with standards
		2.5	Identify quality standards and regulations and determine relevance to specific products
		2.6	Develop and maintain quality assurance system
3	**Plan development of quality procedures**	3.1	Assess strategic planning to facilitate achievement of quality policy
		3.2	Determine and allocate resources to meet requirements
		3.3	Determine external quality assessment requirements
		3.4	Determine quality procedure and product performance requirements through consultation with internal and external groups
		3.5	Plan development of procedures to ensure quality system is maintained and WHS practices are accommodated
4	**Establish implementation**	4.1	Establish implementation strategies to meet workplace objectives

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	and review strategies	4.2	Undertake or arrange reviews of quality system at appropriate intervals and initiate appropriate action to ensure its continuity, suitability and effectiveness
5	**Evaluate system implementation and maintain records**	5.1	Evaluate implementation of system and assess its effectiveness and level of support for internal improvement programs
		5.2	Assess results, authorise changes to system and take necessary action
		5.3	Maintain records and prepare reports

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Quality standards and regulations include, but are not limited to, the following:	• sizing • labelling • fire rating • Australian Standards
Quality assurance systems include, but are not limited to, the following:	• developing and managing the system • planning procedures development • conducting audits and monitoring performance

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN6002A Manage quality system and procedures

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN6002 Manage quality system and procedures

Modification History

Release 1. Supersedes and is equivalent to LMTGN6002A Manage quality system and procedures

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- demonstrating practices to ensure relevant personnel are aware of quality assurance system and procedures, on at least two (2) occasions
- identifying quality standards and regulations and determining relevance to at least two (2) specific products or processes
- establishing implementation strategies to meet workplace objectives for an identified timeframe
- determining quality procedure and product performance requirements through consultation with at least (1) one internal and one (1) external group
- undertaking or arranging reviews of quality system at appropriate intervals and initiating appropriate action to ensure its continuity, suitability and effectiveness
- evaluating implementation of quality system and procedures for a given timeframe, and assessing its effectiveness and level of support for internal improvement programs
- applying workplace procedures to quality management
- maintaining records and preparing reports.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- principles of quality management and their application
- quality systems, such as:
  - quality assurance
  - quality control
  - quality inspection
  - quality improvement
  - total quality control

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- delegation of responsibilities within quality systems
- appropriate quality methodologies, their capabilities, limitations, applicability and contribution to outcomes
- quality standards, codes of practice, policies and procedures
- production processes, materials and products
- characteristics of materials, products services and equipment provided by external suppliers
- appropriate quality methodologies, their capabilities, limitations and applicability
- relevant sampling and measurement techniques and quality checking procedures
- mechanism for dispute resolution and effective communication skills
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in managing quality system and procedures, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN6003 Research and evaluate processes and products

Modification History

Release 1. Supersedes and is equivalent to LMTGN6003B Research and evaluate processes and products

Application

This unit of competency covers the skills and knowledge required to research and evaluate processes and products in a textiles, clothing and footwear (TCF) enterprise.

The unit of competency applies to researching and evaluating new processes and products to inform business opportunities.

This unit of competency is applicable to all sectors of the TCF industry.

Work is performed under limited guidance in line with a broad plan or strategy. Significant judgement is required in planning, design, technical or supervisory activities related to products or processes. Work responsibilities will vary in scope according to size of the workplace, range of products, specialisation in the workplace and workplace quality standards.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Generic

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Identify global and domestic trends**	2.1	Research and forecast global and domestic trends in relation to identified processes and products
		2.2	Investigate developments in technology and digital capabilities to ensure all possibilities are considered
		2.3	Identify implications of global and domestic trends on local industry
3	**Determine manufacturing capabilities or implications**	3.1	Identify manufacturing capabilities for identified products and/or process in consultation with relevant personnel
		3.2	Consider issues, such as human resources, materials, financial restraints, equipment capabilities, timelines, efficiency, workplace procedures and WHS practices
		3.3	Interpret specifications and establish availability of resources
		3.4	Determine options or requirements for external resources to undertake parts of work when defining production capabilities

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4	**Contribute to strategic planning**	4.1	Clarify planning parameters, in consultation with production development, sales and marketing team, management and client, where required
		4.2	Establish, analyse and interpret procedures, where required
		4.3	Develop a strategy plan and critical path plan, when necessary
		4.4	Identify and consider resources required and constraints when formulating strategic plan for new products or processes
5	**Prepare reports and presentations**	5.1	Identify and compile relevant information
		5.2	Check data for accuracy and relevance, when required
		5.3	Prepare reports and presentations

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output

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	• housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Trends include, but are not limited to, one or more of the following:	• global design trends • domestic design trends • forecasting • developments in technology • market forces • export and import practices • regulations • supply of raw materials
Manufacturing capabilities include, but are not limited to, one or more of the following:	• materials • equipment • human resources • financial restraints • timelines • efficiency • production priorities

Strategic planning includes, but is not limited to, one or more of the following:	• consultation with a range of individuals and departments, including:
	  • production
	  • product development
	  • sales and marketing team
	  • management
	  • client

Reports include, but are not limited to, one or more of the following:	• informal • formal for presentation at meetings

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN6003B Research and evaluate processes and products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN6003 Research and evaluate processes and products

Modification History

Release 1. Supersedes and is equivalent to LMTGN6003B Research and evaluate processes and products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- investigating developments in technology and digital capabilities and identifying implications of global and domestic trends on local industry for at least one (1) product or process
- identifying manufacturing capabilities for at least one (1) product or process in consultation with relevant personnel, interpreting specifications and establishing resources are available
- consulting with production development, sales and marketing team, management and client where required, to clarify parameters and establish procedures
- developing a strategy plan specifying resources required, and a critical path plan where necessary
- compiling relevant information and preparing reports for presentation to relevant personnel, to evaluate products or processes.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry and product processes
- product and process development procedures
- machine and equipment, resource and skill capabilities within the workplace
- links across the industry, global and local trends
- research sources
- quality standards and practices
- work health and safety (WHS) practices, including hazard identification and control measures
- workplace practices

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- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency researching and evaluating processes and products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTGN6006 Map and establish TCF supply chain process

Modification History

Release 1. Supersedes and is equivalent to LMTGN6006A Map and establish textiles, clothing or footwear supply chain process

Application

This unit of competency covers skills and knowledge required to map and establish a supply chain process for a textiles, clothing or footwear (TCF) operation.

The unit of competency applies to enterprises working with domestic or international suppliers and customers in the supply or receipt of products and services within the TCF industry. Work involves the application of initiative and judgement to build an effective supply chain.

Work includes building commercial relationships, and working effectively within sector or enterprise conditions, import/export regulations, resource requirements, and responding to industry work practices.

This unit of competency is applicable to all sectors of the TCF industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN4006 Apply TCF market supply systems

Competency Field

Generic

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Identify supply requirements**	2.1	Confirm projected requirements for TCF stock supplies, product quantities, quality and delivery schedules
		2.2	Document identified issues and problems concerning projected requirements
		2.3	Identify and confirm resources, supply requirements, availability of machines and personnel
		2.4	Identify regular and occasional supply needs and document conditions
		2.5	Determine the flow rate for each category of TCF product
3	**Determine enterprise requirements for suppliers**	3.1	Establish business conditions for supply arrangements in consultation with senior management
		3.2	Confirm specifications for raw materials, products and production processes
		3.3	Establish testing procedures to confirm product and material quality
		3.4	Analyse import and export rules and regulations for international sources to determine effect on supply

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			conditions
		3.5	Establish communication and documentation protocols
4	**Establish supply chain process**	4.1	Obtain and confirm specific information relating to TCF supply chain capacity
		4.2	Establish internal processes to ensure receipt and supply of TCF products meet enterprise conditions, quality standards and resource requirements
		4.3	Collect and analyse information to assess purchasing organisation's viability
		4.4	Obtain terms of payment offered by each buyer, negotiate for advantage and analyse for impact on finances
		4.5	Conduct ongoing research to assess new trends and conditions that may influence supply and demand in the TCF industry
5	**Establish ongoing monitoring arrangements for the supply chain**	5.1	Maintain documentation, TCF production planning records and prepare reports to ensure supply chain information is accurate and current
		5.2	Analyse performance indicators to assess supply efficiency
		5.3	Act to remedy poor performance areas
		5.4	Incorporate strategies into the TCF supply chain plan to ensure positive performance
		5.5	Use appropriate electronic and digital tools and communication systems

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Flow rate includes one or more of the following:	• just in time (JIT) • flow demand from customers • required of suppliers • unitisation
Identified issues and problems include, but are not limited to, one or more of the following:	• production schedule changes • material or resource availability • equipment maintenance requirements • high demand • low demand • changes to design • faults
Business conditions include, but are not limited to, one or more of the following:	• contract conditions • supply priorities • communication channels

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- authority protocols
- verification
- payment

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN6006A Map and establish textiles, clothing or footwear supply chain process

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTGN6006 Map and establish TCF supply chain process

Modification History

Release 1. Supersedes and is equivalent to LMTGN6006A Map and establish textiles, clothing or footwear supply chain process

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing a map of all components and personnel in TCF supply chain systems for an identified enterprise, and confirming resources, supply requirements, and availability of machines and personnel
- preparing a map of the supply needs of the TCF enterprise and identifying internal processes that ensure receipt and supply of TCF products meet enterprise conditions, quality standards and resource requirements
- analysing import and export rules and regulations for international sources to determine effect on supply conditions
- monitoring supply chain, analysing performance and establishing testing procedures to confirm product and material quality
- conducting ongoing research to assess new trends, conditions and relationships that may influence supply and demand in the TCF industry
- using appropriate TCF industry terminology and technology to prepare a database, spreadsheet or table to record details of relationships and supply chain process for an identified enterprise
- maintaining documentation, TCF production planning records and preparing reports to ensure supply chain information is accurate and current.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- components of TCF supply chain, such as:
  - product flow
  - raw material
  - production

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  - distribution
  - marketing
  - customers
  - business support and administrators
- characteristics of a broad range of fibres, fabrics and fashion and textile products
- information resources on fibres and fabrics
- TCF production processes
- test procedures to assess quality of materials and products
- electronic and digital tools used in TCF supply chain
- electronic and digital communication and recording tools appropriate for TCF supply chain
- information on TCF trends and conditions test procedures to assess quality of materials and products
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in mapping and establishing TCF supply chain process, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTHL2001 Undertake receival, storage, handling and preservation of materials or products

Modification History

Release 1. Supersedes and is equivalent to LMTHL2001A Undertake receival, storage, handling and preservation of materials or products

Application

This unit of competency covers the skills and knowledge required to perform the tasks to receive, store, handle and preserve materials or products used in the hide, skin and leather industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
2	**Receive goods**	2.1	Check dockets, tags or other identification to confirm receival of correct items
		2.2	Store chemicals, consumables, equipment and other non-hide or skin goods received in accordance with WHS practices and workplace procedures
		2.3	Transfer skins or hides to an appropriate area for processing or storage
3	**Preserve and store skins or hides**	3.1	Assess preservation of skins or hides by salting or other designated method
		3.2	Prepare skins or hides for storage or transport using relevant manual handling procedures
		3.3	Store skins or hides in accordance with procedures
		3.4	Maintain records to expedite movement of the skins or hides through the various phases of treatment
4	**Pack, store or distribute end product**	4.1	Check paperwork to confirm instructions
		4.2	Assess packing of end product according to workplace procedures for handling of finished goods
		4.3	Transfer products to be stored to designated location using correct manual handling practices
		4.4	Coordinate despatch orders to meet delivery or collection timetables
		4.5	Maintain records

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Receive goods includes one or more of the following:

- skins and hide
- chemicals
- consumables
- equipment

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and includes one or more of the following:

- manual handling techniques
- PPE

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- safe materials handling
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTHL2001A Undertake receival, storage, handling and preservation of materials or products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTHL2001 Undertake receival, storage, handling and preservation of materials or products

Modification History

Release 1. Supersedes and is equivalent to LMTHL2001A Undertake receival, storage, handling and preservation of materials or products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- applying relevant standards
- checking dockets, tags or other identification to confirm receival of correct items
- storing chemicals, consumables, equipment and other non-hide or skin goods received in accordance with work health and safety (WHS) practices and workplace procedures
- using correct manual handling techniques
- preserving skins or hides in accordance with specifications and procedures
- maintaining accurate records for movement of skins or hides
- packing, storing and distributing end product in accordance with procedures and order specifications
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry and product processes and equipment
- characteristics and hazards of chemicals and other materials delivered to the enterprise
- receival, storage, handling and preservation procedures
- quality standards and manual handling procedures
- WHS and environmental aspects of relevant organisation processes
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in undertaking receival, storage, handling and preservation of materials or products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTHL2002 Perform fellmongering processes

Modification History

Release 1. Supersedes and is equivalent to LMTHL2002A Perform fellmongering processes

Application

This unit of competency covers the skills and knowledge required to perform fellmongering tasks associated with woolskin activities in the hide, skin and leather industry, including effective use of related equipment.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in

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			accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
2	**Prepare woolskins for wool removal**	2.1	Identify or confirm appropriate woolskin process
		2.2	Assess hair loosening by machine or by manual process using sweating, enzyme or chemical painting processes
		2.3	Check effectiveness of wool removal at completion of process
3	**Pull wool**	3.1	Assess preparation for manual or machine operation
		3.2	Remove wool from skins by machine or manually
		3.3	Check outcome of the process to ensure effectiveness
		3.4	Direct wool and skins to correct areas for next process or storage
4	**Maintain records**	4.1	Maintain documentation at each stage of the process to expedite movement through the various phases of treatment
		4.2	Complete records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of

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the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Machines include the following:

- hair loosening
- wool removal
- pulling wool

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and includes one or more of the following:

- manual handling techniques
- PPE
- safe materials handling
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTHL2002A Perform fellmongering processes

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTHL2002 Perform fellmongering processes

Modification History

Release 1. Supersedes and is equivalent to LMTHL2002A Perform fellmongering processes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- applying relevant standards
- identifying and performing woolskin preparation on at least two (2) occasions
- conducting sweating, enzyme, or chemical painting processes in accordance with procedures on at least two (2) occasions
- using machine or manual processes to loosen and pull wool to meet specifications on at least two (2) occasions
- documenting all stages of the process
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry and product processes and equipment
- characteristics and hazards of chemicals and other materials used on woolskins or in the process
- preparation procedures and fellmongering procedures
- quality standards and manual handling procedures
- work health and safety (WHS) and environmental aspects of relevant organisation processes
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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  - have vocational competency in performing fellmongering processes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTHL2003 Operate machines to prepare hides or skins for tanning

Modification History

Release 1. Supersedes and is equivalent to LMTHL2003A Operate machines to prepare hides or skins for tanning

Application

This unit of competency covers the skills and knowledge required to perform the tasks associated with operating and carrying out operator maintenance of machines used for preparing hides and skins for tanning.

The unit of competency applies to tanning that may be conducted in restricted spaces or exposed conditions or controlled or open environments.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
2	**Operate machine to prepare hides or skins for tanning**	2.1	Identify and assess all necessary settings and preparation for machine operation in accordance with specifications and SOPs
		2.2	Start machine in accordance with SOPs
		2.3	Feed hides or skins through the machine in the appropriate manner and in accordance with procedures
		2.4	Direct hides or skins to correct area for next process
		2.5	Clean and maintain work area around the machine
		2.6	Stop or shut down equipment in accordance with procedures
3	**Monitor product quality**	3.1	Identify and apply quality requirements for the hides or skins for all stages of the process
		3.2	Check quality visually and continuously to ensure standard is maintained
		3.3	Recognise and isolate any deviations from normal
		3.4	Report variations to product quality in accordance with procedures
4	**Carry out operator maintenance**	4.1	Identify and report minor running problems according to workplace and equipment manufacturer procedures
		4.2	Report major machine and equipment or product faults
		4.3	Perform minor maintenance and cleaning in accordance

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			with manufacturer specifications and SOPs
5	**Dispose of waste materials**	5.1	Apply industry standard and workplace procedures to minimise waste
		5.2	Dispose of machine waste in accordance with environmental and workplace procedures
6	**Communicate process information**	6.1	Complete records and other documentation, where required
		6.2	Transfer information regarding production status and problems between changes in shifts, where required
		6.3	Maintain documentation at each stage of the process to expedite movement of the hides or skins through the various phases of treatment

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output

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- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Preparation for machine operation includes one or more of the following:

- pre-start visual checks, including safety requirements
- basic maintenance checks and product setting requirements
- start-up procedures
- machine cleaning

Machines include one or more of the following:

- fleshing
- splitting
- scudding of hides or skins

Equipment includes one or more of the following:

- electronic monitoring and metering systems
- manual chart recording systems
- hand tools
- laboratory testing and sampling equipment

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- PPE
- safe materials handling
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTHL2003A Operate machines to prepare hides or skins for tanning

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTHL2003 Operate machines to prepare hides or skins for tanning

Modification History

Release 1. Supersedes and is equivalent to LMTHL2003A Operate machines to prepare hides or skins for tanning

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- applying relevant standards
- interpreting specifications and setting machine for operation
- operating machine and feeding hides or skins in accordance with procedures on at least two (2) occasions
- identifying and applying quality requirements for the hides or skins, and checking quality visually and continuously to ensure standard is maintained for all stages of the process
- recognising and isolating deviations from normal in accordance with specifications and procedures
- identifying minor running problems and reporting major machine, equipment or product faults
- applying workplace and industry standards to minimise and dispose of waste
- completing records and documentation
- transferring information regarding production status and problems between changes in shifts, where required
- maintaining documentation at each stage of the process to expedite movement of the hides or skins through the various phases of treatment.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australians Standards
- industry and product processes and equipment
- characteristics and hazards of chemicals and other materials used on hides and skins or in the process
- machine preparation and operation procedures
- maintenance procedures and specifications
- quality standards and manual handling procedures

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- work health and safety (WHS) and environmental aspects of relevant processes, particularly waste disposal
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in operating machines to prepare hides or skins for tanning, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTHL2004 Sort, grade or class hides, skins or leather

Modification History

Release 1. Supersedes and is equivalent to LMTHL2012A Sort, grade or class hides, skins or leather

Application

This unit of competency covers the skills and knowledge required to grade, sort or class hides, skins and leather to ensure quality of process is maintained.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in

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			accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Inspect hides, skins or leather**	2.1	Assess and examine hides, skins or leather to determine preservation requirements, as necessary
		2.2	Monitor effect of processes on hides, skins or leather
3	**Sort, grade or class hides, skins or leather**	3.1	Inspect hides, skins or leather visually for defects, where applicable
		3.2	Assess tactile inspection to determine softness and thickness
		3.3	Sort, grade and class hides, skins or leather according to requirements
4	**Inspect and grade finished product**	4.1	Inspect finished product for quality
		4.2	Grade product into relevant classification
		4.3	Arrange transfer of finished product to storage area or warehouse
5	**Maintain records**	5.1	Complete documentation associated with tasks to meet required workplace procedures
		5.2	Add labels, tags or other identification to skins, hides or leather, as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Sorting, grading or classing includes one or more of the following:

- preparing or tanning hides or skins
- crusting and finishing hides, skins or leather
- transferring finished product
- handling hides, skins and leather

Tactile inspection includes the following:

- softness
- thickness

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- PPE
- safe materials handling
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping

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- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTHL2012A Sort, grade or class hides, skins or leather

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTHL2004 Sort, grade or class hides, skins or leather

Modification History

Release 1. Supersedes and is equivalent to LMTHL2012A Sort, grade or class hides, skins or leather

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- applying relevant standards
- sorting, grading, or classing hides, skin, and leather to required standard and specifications on at least two (2) occasions
- observing colour variations in hides, skins or leather and identifying defects
- performing tactile inspection for softness and thickness in accordance with procedures
- carrying out safe handling techniques and procedures
- monitoring quality requirements for each stage of the process and grading product into relevant classification
- recognising and reporting non-conforming outcomes
- arranging transfer of finished product to storage area or warehouse
- adding labels, tags or other identification to skins, hides or leather, as required
- completing documentation associated with tasks to meet required workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry and product processes and machines
- preservation requirements
- procedures for sorting, grading, and classing
- quality standards and manual handling techniques and procedures
- work health and safety (WHS) and environmental aspects of relevant organisation processes
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in sorting, grading or classing hides, skins or leather, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTHL2005 Trim hides, skins or leather

Modification History

Release 1. Supersedes and is equivalent to LMTHL2011A Trim hides, skins or leather

Application

This unit of competency covers the skills and knowledge required for the range of trimming tasks that are performed to support the production processes in the processing of hide, skin and leather conducted in restricted spaces or exposed conditions or controlled or open environments.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
2	**Prepare equipment**	2.1	Select knives and check their condition for suitability
		2.2	Sharpen or prepare knives, as required
3	**Trim materials**	3.1	Confirm with operator or supervisor trimming requirements for required task or process
		3.2	Assess trimming requirements in accordance with workplace procedures
		3.3	Monitor and dispose of waste in accordance with environmental and workplace procedures
4	**Clean and store equipment**	4.1	Clean equipment in readiness for next application
		4.2	Store equipment after use in accordance with procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of	• requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment • SOPs

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the following:	• work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Trimming operations include one or more of the following:	• preparation for tannage (sheepskin, bovine and calf skin) • preparation to crust (flesh split, grain split and sheepskin) • finishing
Sharpened or prepared includes the following:	• cleaning • honing or sharpening
WHS practices	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • PPE • safe materials handling • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTHL2011A Trim hides, skins or leather

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Links

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Assessment Requirements for MSTHL2005 Trim hides, skins or leather

Modification History

Release 1. Supersedes and is equivalent to LMTHL2011A Trim hides, skins or leather

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures and safe work practices, industry codes and standards
- using personal protective equipment (PPE), where required
- applying relevant standards
- selecting, sharpening and preparing knives applicable to the required task
- trimming materials in accordance with procedures on at least two (2) occasions
- monitoring and disposing of waste in accordance with environmental procedures
- cleaning, maintaining and storing equipment appropriately.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of PPE
- relevant Australian Standards
- industry and product processes and equipment
- trimming requirements
- procedures for knife handling, sharpening, and storing
- processes for waste monitoring
- quality standards and manual handling procedures
- work health and safety (WHS) and environmental aspects of relevant processes, particularly working with sharp objects
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in trimming hides, skins or leather, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTHL2006 Use drum or vessel to prepare or tan hides or skins

Modification History

Release 1. Supersedes and is equivalent to LMTHL2006A Use drum or vessel to prepare or tan hides or skins

Application

This unit of competency covers the skills and knowledge required to perform the range of activities associated with using drums or vessels in the preparation and tanning processes for hides or skins.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
2	**Prepare and load drum or vessel**	2.1	Determine drum or vessel loads and batches by counting, weight, volume or other defined method
		2.2	Assemble and make ready hides or skins to be prepared or tanned to be loaded into drum or vessel
		2.3	Use relevant manual handling procedures to load drum or vessel with hides or skins
3	**Use drum or vessel to prepare or tan hides or skins**	3.1	Assess between load service of equipment in accordance with manufacturer and workplace procedures
		3.2	Assess preparation and filling of drum or vessel
		3.3	Select and use formulations or additives, as required
		3.4	Operate and use drum or vessel in accordance with operator instructions and SOPs
		3.5	Follow schedules for the particular process
4	**Monitor drum or vessel process**	4.1	Check and monitor drum or vessel use for correct function
		4.2	Monitor process parameters in terms of temperature, time and chemical values
		4.3	Recognise, isolate and report any deviations from normal
5	**Unload drum or vessel**	5.1	Unload hides or skins using relevant manual handling techniques
		5.2	Direct hides or skins to correct area for next process
		5.3	Control handling of process liquid or effluent in accordance with environmental and workplace

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			procedures
6	**Maintain records**	6.1	Maintain documentation, as required
		6.2	Complete records, in accordance with workplace requirements

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Tanning activities include one or more of	• deliming • bating

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the following:	• pickling • tanning
Preparation methods include one or more of the following:	• counting • weight • volume • other defined method • reversal of preservation • washing • liming • scouring • bleaching
Equipment includes one or more of the following:	• electronic monitoring and metering systems • manual chart recording systems • basic hand tools • laboratory testing and sampling equipment
WHS practices	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • PPE • safe materials handling • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTHL2006A Use drum or vessel to prepare or tan hides or skins

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Links

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Assessment Requirements for MSTHL2006 Use drum or vessel to prepare or tan hides or skins

Modification History

Release 1. Supersedes and is equivalent to LMTHL2006A Use drum or vessel to prepare or tan hides or skins

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- applying relevant standards
- determining loads and batches and load drum or vessel on at least two occasions
- carrying out between load servicing, filling drum or vessel and adding formulations and additives
- following schedules for the process
- checking and monitoring correct function and process parameters ensuring product meets specifications
- recognising and isolating deviations from normal in accordance with procedures
- loading and unloading hides or skins using relevant manual handling techniques
- directing hides or skins to correct area for next process
- controlling handling of process liquid or effluent in accordance with environmental and workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry and product processes and equipment
- calculating drum or vessel loads and batches:
  - weight
  - volume
  - counting
- procedures and requirements for preparation and loading
- characteristics ,hazards and applications of dyes, formulations and additives used in tanning process
- types and applications of formulations and additives
- monitoring processes and operator instructions

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- quality standards and manual handling procedures
- work health and safety (WHS) and environmental aspects of relevant processes, including effluent handling and disposal
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in using drum or vessel to prepare or tan hides or skins, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTHL2007 Operate machines to crust hides, skins or leather

Modification History

Release 1. Supersedes and is equivalent to LMTHL2007A Operate machines to crust hides, skins or leather

Application

This unit of competency covers the skills and knowledge required to perform the tasks associated with operating and conducting operator maintenance of machines used for crusting hides, skins or leathers.

It applies to tasks conducted in restricted spaces or exposed conditions or controlled or open environments.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
2	**Operate machine to crust hides, skins or leather**	2.1	Identify and assess all necessary settings and preparation for machine operation in accordance with specifications and SOPs
		2.2	Start machine in accordance with SOPs
		2.3	Feed hides, skins or leather through the machine in the appropriate manner and in accordance with procedures
		2.4	Direct hides or skins to correct area for next process
		2.5	Clean and maintain work area around the machine
		2.6	Stop or shut down equipment in accordance with procedures
3	**Monitor product quality**	3.1	Identify and apply quality requirements for the hides or skins for all stages of the process
		3.2	Check quality visually and continuously to ensure standard is maintained
		3.3	Recognise and isolate any deviations from normal
		3.4	Report variations to product quality in accordance with procedures
4	**Carry out operator maintenance**	4.1	Identify and report minor running problems according to workplace and equipment manufacturer procedures
		4.2	Report major machine and equipment or product faults
		4.3	Perform minor maintenance and cleaning in accordance with manufacturer specifications and SOPs

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5	**Dispose of waste materials**	5.1	Minimise waste through the correct application of industry standards and workplace procedures
		5.2	Dispose of machine waste in accordance with environmental and workplace procedures
6	**Communicate process information**	6.1	Complete records and other documentation, where required
		6.2	Transfer information regarding production status and problems between changes in shifts, where required
		6.3	Maintain documentation at each stage of the process to expedite movement of the hides or skins through the various phases of treatment

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping

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- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Settings and preparation for machines include one or more of the following:

- pre-start visual checks, including safety requirements
- basic maintenance checks and product setting requirements
- start-up procedures and feeding rate
- machine cleaning

Equipment includes one or more of the following:

- electronic monitoring and metering systems
- manual chart recording systems
- basic hand tools
- laboratory testing and sampling equipment

Processes include one or more of the following:

- samming
- splitting
- shaving
- setting/samming (striking out)
- softening (vibration staking and drumming)
- buffing

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- personal protective equipment
- safe materials handling
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTHL2007A Operate machines to crust hides, skins or leather

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTHL2007 Operate machines to crust hides, skins or leather

Modification History

Release 1. Supersedes and is equivalent to LMTHL2007A Operate machines to crust hides, skins or leather

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- applying relevant standards
- interpreting specifications and setting machine for operation
- operating machine and feeding hides or skins in accordance with procedures on at least two (2) occasions
- identifying and applying quality requirements for the hides or skins for all stages of the process
- recognising and isolating deviations from normal in accordance with specifications and procedures
- identifying and reporting minor running problems or major machine and equipment or product faults according to workplace and equipment manufacturer procedures
- performing minor maintenance and cleaning in accordance with manufacturer specifications and SOPs
- identifying minor running problems and reporting major machine, equipment or product faults
- applying workplace procedures and industry standards to minimise and dispose of machine waste in accordance with environmental and workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry and product processes and equipment
- characteristics and hazards of chemicals and other materials used on hides and skins or in the process
- procedures for machine preparation and operation
- maintenance procedures and specifications
- quality standards and manual handling procedures

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- work health and safety (WHS) and environmental aspects of relevant processes, particularly waste disposal
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in operating machines to crust hides, skins or leather, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTHL2008 Use drum or vessel to crust hides, skins or leather

Modification History

Release 1. Supersedes and is equivalent to LMTHL2008A Use drum or vessel to crust hides, skins or leather

Application

This unit of competency covers the skills and knowledge required to perform the range of activities associated with using drums or vessels in the crusting processes for hides, skins or leather conducted in restricted spaces or exposed conditions or controlled or open environments.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
2	**Prepare and load drum or vessel**	2.1	Determine drum or vessel loads and batches by counting, weight, volume or other defined method
		2.2	Assemble and make ready hides, skins or leathers to be dyed or treated to be loaded into drum or vessel
		2.3	Use relevant manual handling procedures to load drum or vessel with hides, skins or leather
3	**Use drum or vessel to crust hides, skins or leather**	3.1	Assess between load service of equipment in accordance with manufacturer and workplace procedures
		3.2	Assess preparation and filling of drum or vessel
		3.3	Select and use formulations or additives, as required
		3.4	Operate and use drum or vessel in accordance with operator instructions and SOPs
		3.5	Follow schedules for the particular process
4	**Monitor drum or vessel process**	4.1	Check and monitor drum or vessel use for correct function
		4.2	Monitor process parameters in terms of temperature, time and chemical values
		4.3	Recognise, isolate and report any deviations from normal
5	**Unload drum or vessel**	5.1	Unload hides, skins or leather using correct manual handling techniques, where required
		5.2	Rack or direct hides, skins or leather to correct area for next process

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		5.3	Control handling of process liquid or effluent in accordance with environmental and workplace procedures
6	**Maintain records**	6.1	Maintain workplace documentation, as required
		6.2	Complete records in accordance with workplace procedures, as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Hides and skins preparation includes one or more of the following:	• washing • neutralising • retanning • dyeing • fat liquoring • fixing
Equipment includes one or more of the following	• electronic monitoring and metering systems • manual chart recording systems • basic hand tools • laboratory testing and sampling equipment
Preparation methods include one or more of the following	• counting • weight • volume • other defined method
WHS practices include:	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • PPE • safe materials handling • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTHL2008A Use drum or vessel to crust hides, skins or leather

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Links

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Assessment Requirements for MSTHL2008 Use drum or vessel to crust hides, skins or leather

Modification History

Release 1. Supersedes and is equivalent to LMTHL2008A Use drum or vessel to crust hides, skins or leather

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- determining loads and batches and load drum or vessel
- carrying out between load servicing, filling drum and vessel and adding dyes, formulations and additives
- operating and using drum or vessel and following schedules for a particular process according to operator instructions and SOPs, on at least two (2) occasions
- checking and monitoring correct function and process parameters ensuring product meets specifications
- recognising and isolating deviations from normal in accordance with procedures
- controlling handling of process liquid or effluent in accordance with environmental and workplace procedures
- loading and unloading hides ,skins or leather using relevant manual handling techniques
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry and product processes and equipment
- procedures and requirements for preparation and loading
- characteristics, hazards and applications of dyes, formulations and additives used in crusting process
- monitoring processes and operator instructions
- quality standards and manual handling procedures
- work health and safety (WHS) and environmental aspects of relevant processes, including effluent handling and disposal
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in using drum or vessel to crust hides, skins or leather, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTHL2009 Perform drying operations

Modification History

Release 1. Supersedes and is equivalent to LMTHL2009A Perform drying operations

Application

This unit of competency covers the skills and knowledge required to perform drying operations at various stages of the hide, skin and leather processing, including the preparation procedures, conducted in restricted spaces or exposed conditions or controlled or open environments.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
2	**Prepare for drying**	2.1	Load hides, skins or leather onto racks or otherwise prepare for drying
		2.2	Set equipment adjustments in accordance with manufacturer and workplace procedures, where applicable
3	**Carry out drying tasks**	3.1	Assess drying in accordance with workplace procedures and, where applicable, ensure timing, temperature and conditions are appropriate for the operation
		3.2	Unload or remove hides, skins or leather from equipment and rack or area in accordance with procedures
		3.3	Direct hides, skins or leather to correct area for next process or storage
4	**Maintain records**	4.1	Maintain documentation to expedite movement of the hides, skins and leather through the various phases of treatment
		4.2	Complete records in accordance with workplace procedures, as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Drying operations include one or more of the following:

- preservation
- preparation to crust (air dry, hang, toggle, paste, vacuum, radio frequency and Seco-Therm)
- dried crust (stretching, toggle, Dyna-vac and vacuum)
- finishing (drying finish coating, base and top [air-drying and radiation])

Equipment adjustments include one or more of the following:

- time
- temperature
- conditions

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- PPE
- safe materials handling
- ergonomic arrangement of workplaces

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- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTHL2009A Perform drying operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTHL2009 Perform drying operations

Modification History

Release 1. Supersedes and is equivalent to LMTHL2009A Perform drying operations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- applying relevant standards
- loading hides, skins, or leather onto racks or other drying apparatus
- adjusting equipment in accordance with procedures
- assessing drying operations in accordance with workplace procedures and, where applicable, ensuring timing, temperature and conditions are appropriate for the operation, on at least two (2) occasions
- removing and unloading hides, skins, or leather using appropriate manual handling techniques
- directing items to next stage of process
- recognising and isolating deviations from normal in accordance with procedures
- ensuring appropriate control of drying process to meet specifications
- maintaining documentation to expedite movement of the hides, skins and leather through the various phases of treatment
- completing records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- drying operations:
  - preservation
  - preparation to crust (air dry, hang, toggle, paste, vacuum, radio frequency and Seco-Therm)
  - dried crust (stretching, toggle, Dyna-vac and vacuum)
  - finishing (drying finish coating, base and top [air-drying and radiation])
- industry and product processes and equipment
- procedures and requirements for preparation and loading
- adjustment requirements; including timing, temperature, and conditions

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- monitoring processes and operator instructions
- quality standards and manual handling procedures
- work health and safety (WHS) and environmental aspects of relevant processes
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing drying operations, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTHL2010 Finish hides, skins or leather

Modification History

Release 1. Supersedes and is equivalent to LMTHL2010A Finish hides, skins or leather

Application

This unit of competency covers the skills and knowledge skills required to perform the range of activities associated with the various finishing processes for hides, skins or leather, including machine finishing and manual application.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in

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			accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
2	**Prepare for finishing task**	2.1	Obtain and check equipment and other necessary requirements for functionality
		2.2	Prepare hides, skins or leather to be finished
		2.3	Select, obtain and mix coating/s to be applied in accordance with workplace and suppliers instructions or procedures, where required
3	**Operate machines to finish hides, skins or leather, where applicable**	3.1	Identify and assess all necessary settings and preparation for machine operation in accordance with specifications and SOPs
		3.2	Operate machine in accordance with manufacturer instructions and SOPs, and report any malfunctions
		3.3	Feed hides, skins or leather through or into the machine in the appropriate manner and in accordance with procedures
		3.4	Remove hides, skins or leather from machine using correct manual handling techniques, where required
		3.5	Direct hides, skins or leather to the correct area for next process or storage
		3.6	Clean and maintain work area around the machine
4	**Apply finishing coats by hand, where applicable**	4.1	Apply bottom, effect and top coats manually in accordance with specifications and procedures
		4.2	Direct hides, skins or leather to correct area for drying process or storage
		4.3	Clean and store equipment
5	**Monitor product quality**	5.1	Identify and apply quality requirements for the hides, skins or leather for all stages of the process

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		5.2	Check quality visually and continuously to ensure standard is maintained
		5.3	Recognise, isolate and report any deviations from normal in accordance with procedures
6	**Dispose of waste materials**	6.1	Minimise waste through correct application of workplace procedures
		6.2	Dispose of machine waste in accordance with environmental and workplace procedures
7	**Communicate process information**	7.1	Transfer information regarding production status and problems between changes in shifts, where required
		7.2	Maintain documentation to expedite movement of the hides, skins and leather through the various phases of treatment
		7.3	Complete records in accordance with workplace procedures, as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication

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- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Prepare for finishing includes one or more of the following:

- confirming requirements and instructions
- checking equipment serviceability
- preparing the hides, skins or leather
- obtaining and mixing the coatings

Equipment includes one or more of the following:

- electronic monitoring and metering systems
- manual chart recording systems
- basic hand tools
- laboratory testing and sampling equipment

Apply finishing coat by machine includes one or more of the following:

- mechanical application (roller coating, curtain coating and laminating - film application)
- applying heat or pressure (iron, embossing, plate, burnishing, polishing and glazing)
- softening processes (staking and drumming)
- wool finishing (combing and polishing, and clipping)
- colour mixing and matching (mixer)

Apply finishing coats by hand includes one or more of the following:

- padding
- spraying
- brushing

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- PPE

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- safe materials handling
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTHL2010A Finish hides, skins or leather

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTHL2010 Finish hides, skins or leather

Modification History

Release 1. Supersedes and is equivalent to LMTHL2010A Finish hides, skins or leather

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- applying relevant standards
- mixing and applying coatings in accordance with specifications
- interpreting specifications and setting machine for finishing operation
- operating machine and feeding hides or skins in accordance with procedures on at least two (2) occasions
- applying bottom, effect and top coats manually in accordance with specifications and procedures on at least two (2) occasions
- directing hides, skins or leather to correct area for drying process or storage
- monitoring product quality and recognising and isolating deviations from normal in accordance with specifications and procedures
- cleaning and storing equipment
- minimising and disposing of waste in accordance with environmental and workplace procedures
- transferring production status and problems information between changes in shifts, where required
- maintaining documentation to expedite movement of the hides, skins and leather through the various phases of treatment and completing records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- industry and product processes and equipment
- preparation procedures and requirements
- characteristics, uses and hazards, of coatings and related materials
- monitoring processes and operator instructions
- quality standards and manual handling procedures

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- work health and safety (WHS) and environmental aspects of relevant processes, including handling and using coatings and waste disposal
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in finishing hides, skins or leather, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTHL3001 Determine suitability of hide, skin and leather for leather goods

Modification History

Release 1. Supersedes and is equivalent to LMTHL3001A Determine suitability of hide, skin and leather for leather goods

Application

This unit of competency covers the skills and knowledge required to determine the suitability of hides, skins and leathers for the production of leather goods. It includes the impact of slaughter and dressing techniques, preservation methods and industry classification systems.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
2	**Inspect hide, skin or leather**	2.1	Identify type and different uses and characteristics of species
		2.2	Identify performance characteristics
		2.3	Identify grading and classification system
		2.4	Identify faults on the hide, skin or leather
		2.5	Conduct inspection to determine quality of hide, skin or leather in accordance with procedures
3	**Identify techniques that impact on suitability for use**	3.1	Identify slaughter and dressing techniques
		3.2	Identify impact of slaughter and dressing techniques on hide, skin and leather quality
		3.3	Identify effects of slaughter and dressing techniques on suitability for use in leather manufacturing
4	**Identify preservation and storage methods**	4.1	Identify preservation methods for hide, skin and leathers
		4.2	Identify and describe storage requirements
		4.3	Interpret effects of incorrect preservation and storage
5	**Determine suitability for production**	5.1	Confirm quality requirements for production
		5.2	Determine suitability of hide, skin and leather for production requirements
		5.3	Complete documentation and maintain accurate records

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Species include one or more of the following:

- calf
- cow hide
- kid
- goat
- buffalo
- kangaroo
- reptile
- sheep
- ostrich
- emu
- pig

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- deer

Characteristics include the following:

- stretch
- size
- grain
- nap
- substance
- hair follicle

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- PPE
- safe materials handling
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTHL3001A Determine suitability of hide, skin and leather for leather goods

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTHL3001 Determine suitability of hide, skin and leather for leather goods

Modification History

Release 1. Supersedes and is equivalent to LMTHL3001A Determine suitability of hide, skin and leather for leather goods

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs) safe work practices, industry codes and standards
- applying relevant standards
- identifying at least three (3) species types, uses and performance characteristics
- identifying common faults found on hides, skins and leather
- identifying impact of slaughter and dressing techniques and preservation methods on quality of product
- determining suitability of identified product for production
- identifying preservation and storage methods for hide, skin and leathers, and identifying effects of incorrect preservation and storage
- confirming quality requirements and suitability of hide, skin and leather for production
- completing documentation and maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- leather industry processes and equipment
- slaughter and dressing techniques
- faults:
  - marks
  - scars
  - cuts
- preservation methods
- performance characteristics:
  - stretch
  - abrasion
  - wearability

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  - absorbency
  - durability
  - elasticity
  - heat sensitivity
  - shrink resistance
  - strength
- industry grading and classification systems
- impact on slaughter and dressing techniques on suitability of hides, skin and leather
- impact on preservation and industry classification systems on suitability of hides, skin and leather
- characteristics of species hides and skin:
  - stretch
  - size
  - grain
  - nap
  - substance
  - hair follicle
- faults commonly found in hides, skins and leather
- relevant federal and state or territory legislative or regulatory requirements
- quality practices and procedures
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in determining suitability of hide, skin and leather for leather goods, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
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Links

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MSTHL3002 Determine tanning requirements for hide, skin and leather

Modification History

Supersedes and is equivalent to LMTHL3002A Determine tanning requirements for hide, skin and leather

Application

This unit of competency covers the skills and knowledge required to determine tanning requirements for various hides, skins and leathers used in the production of leather goods, and includes colour and colour penetration, chemicals and chemical mixing and problem solving.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, job sheets or work instructions
2	**Confirm quality**	2.1	Confirm type and characteristics of hide, skin and leather
		2.2	Confirm grading and quality of hide, skin and leather
		2.3	Assess hide, skin and leather for tanning
3	**Confirm processing requirements**	3.1	Identify and confirm customer requirements
		3.2	Obtain processing details from production information
		3.3	Determine loads and batches according to processing requirements
		3.4	Identify production planning priorities
		3.5	Confirm processing requirements for tanning
		3.6	Identify appropriate PPE and apparatus for handling and mixing tanning chemicals
		3.7	Determine processes for minimising and disposing of waste in accordance with environmental and workplace procedures
4	**Determine tanning specifications**	4.1	Identify chemicals and requirements used for tanning in hide, skin and leather manufacture
		4.2	Identify colour penetration for different grades of hide, skin and leather
		4.3	Determine and mix chemicals for dying
		4.4	Determine methods for tanning hide, skin and leather
		4.5	Determine tanning finishing requirements

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		4.6	Develop specifications for tanning
5	**Communicate information**	5.1	Identify and report problems affecting hide, skin or leather tanning or quality
		5.2	Complete records and other documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Tanning activities include one or more of	• deliming • bating

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the following:	• pickling • tanning
Species include one or more of the following:	• calf • cow hide • kid • goat • buffalo • kangaroo • reptile • sheep • ostrich • emu • pig • deer
Chemicals include one or more of the following:	• acids • alkalis • sulphide • enzymes • fungicides • surfactants • chromium • peroxide • dithionite • aldehydes • solvents • sulphur dioxide
Processing requirements include the following:	• machinery and equipment • dye quantities • finishing techniques • storage of tanned hide, skin and leather • drying methods • hide, skin and leather use
WHS practices	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or

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more of the following:

- manual handling techniques
- PPE
- safe materials handling
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Supersedes and is equivalent to LMTHL3002A Determine tanning requirements for hide, skin and leather

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTHL3002 Determine tanning requirements for hide, skin and leather

Modification History

Supersedes and is equivalent to LMTHL3002A Determine tanning requirements for hide, skin and leather

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- applying relevant standards
- confirming grading and quality of hide, skin and leather and assessing hide, skin and leather for tanning, on at least two (2) occasions
- determining loads and batches according to processing requirements
- identifying and confirming customer requirements and planning tanning operations on at least two (2) occasions
- identifying chemicals and requirements used for tanning in hide, skin and leather manufacture, colour penetration for different grades of leather, and mixing chemicals for dying, on at least two (2) occasions
- identifying appropriate personal protective equipment (PPE) and apparatus when handling and mixing tanning chemicals
- determining methods for tanning hide, skin and leather and tanning finishing requirements
- determining processes for minimising and disposing of waste in accordance with environmental and workplace procedures
- identifying and reporting problems affecting hide, skin or leather tanning or quality
- completing records and other documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of PPE
- relevant Australian Standards
- Industry and product processes and equipment
- determining specifications
- hide, skin and leather characteristics:
  - stretch
  - size
  - grain

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  - nap
  - substance
  - hair follicle
- types and application of formulations and additives
- colour mixing and penetration
- monitoring process and operator instructions
- quality practices and procedures
- work health and safety (WHS) and environmental aspects of processes relating to leather manufacturing
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in determining tanning requirements for hide, skin and leather, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTLA2001 Apply infection control policies and procedures in laundry operations

Modification History

Release 1. Supersedes and is equivalent to LMTLA2011A Apply infection control policies and procedures in laundry operations

Application

This unit of competency covers the skills and knowledge required to ensure that laundry operations comply with infection control policies and procedures.

The unit of competency applies to preparing and processing laundry items in accordance with industry and organisational policies and procedures relating to infection control.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to apply infection control policies**	2.1	Collect and sort linen in accordance with organisational guidelines
		2.2	Communicate constructively to achieve planned outcomes in relation to infection risks, waste management and hygiene issues
		2.3	Complete required documentation
3	**Clean and disinfect equipment and surfaces**	3.1	Select and prepare appropriate cleaning products, disinfectants and cleaning equipment
		3.2	Clean and disinfect equipment and surfaces in accordance with infection control guidelines and scheduled cleaning routines
		3.3	Practise standard precautions and follow organisational infection control policy and procedures
		3.4	Store equipment correctly
		3.5	Maintain personal hygiene
		3.6	Where appropriate, adhere to one way work flows from clean to dirty zones
4	**Identify and respond to infection risks**	4.1	Identify infection risks, apply standard precautions, and implement appropriate response within own role and responsibility to maintain a clean environment
		4.2	Place appropriate signs as and where appropriate
		4.3	Maintain awareness of common infection risks and wear PPE in accordance with standard precautions

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4.4 Follow risk control and risk containment procedures for specific risks, when required

4.5 Remove spillages in accordance with organisational policy and procedure

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Sort linen includes:

- wearing and using appropriate personal protective equipment when handling soiled linen
- segregating, containing, storing and transporting waste according to organisational policy and procedures.
- disposing of waste safely according to established

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	organisational and legislative requirements
Waste includes one or more of the following:	• clinical and related wastes • cytotoxic waste • sharps • radioactive waste • general waste • food wastes • human or animal tissue • hazardous substances
Disposal requirements include one or more of the following:	• determined by government, including local government requirements • determined by organisational policy • landfill • flushing into sewerage system • incineration • licensed microwave disinfection
Infection control guidelines include one or more of the following:	• organisation's infection control policy and procedure manual • standard and additional precautions • codes of practice • relevant Australian Standards • National Health and Medical Research Council (NHMRC) guidelines • local government ordinances • safety data sheets (SDS) for chemical use • food safety plan
Personal hygiene includes the following:	• using standard and additional infection control procedures, when required • maintaining cleanliness of work clothes • maintaining personal hygiene • covering open-skin areas with an occlusive dressing • following hand washing procedures • checking appropriate PPE prior to use • wearing PPE correctly • undertaking immunisation in accordance with organisational policy

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLA2011A Apply infection control policies and procedures in laundry operations

Links

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Assessment Requirements for MSTLA2001 Apply infection control policies and procedures in laundry operations

Modification History

Release 1. Supersedes and is equivalent to LMTLA2011A Apply infection control policies and procedures in laundry operations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- complying with relevant standards
- complying with all infection control guidelines relating to specific work roles, safe waste handling and management procedures
- applying personal hygiene and environmental practices
- applying standard and additional precautions, as required, to identify and respond to infection risks
- using technology to work safely and competently
- communicating constructively to achieve planned outcomes in relation to infection risks, waste management and hygiene issues
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- organisation's infection control policy as it relates to specific work role
- processes of how infection is spread
- infection control guidelines
- PPE:
  - eye and face protection
  - gloves
  - impermeable gowns
  - masks
  - hair protection or covering
  - overshoes or safety footwear
  - aprons

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- infection risks in a laundry environment, and specifically in own workplace:
  - sharps
  - waste
  - human waste and human tissue
  - body fluids
  - personal contact with infectious patients
  - stagnant water
  - stock, including food which has passed 'used-by' dates
  - animals, insects and vermin
  - incorrect concentration of disinfectants and chemicals
- types of waste in laundry environment
- responses to infection risks:
  - incident reporting
  - cleaning
  - removal of waste or spillage
  - following standard and additional precautions
  - containment or elimination of the risk
  - using PPE
  - following specified organisational procedures
  - seeking advice from or reporting to an appropriate person
- personal hygiene practices
- precautions against infection risk:
  - consistently following correct hygiene procedures
  - selecting and using equipment and disinfectants
  - following correct hand washing techniques
  - correctly using PPE
  - following procedures appropriate to the cleaning area and purpose
  - minimising disruption to the work environment
  - minimising infection risks and hazards for self and others
  - using appropriate chemicals for cleaning and disinfection
- waste disposal practices:
  - lockable bins
  - special containers
  - trolley
  - bags
  - suitable vehicle
- cleaning equipment:
  - buckets
  - mops and brushes
  - mechanical cleaning equipment

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- organisation's waste management policy and procedures
- applicable work health and safety (WHS) policy and practice in relation to infection risks, hygiene, waste
- relevant safety data sheets (SDS)
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in applying infection control policies and procedures, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTLA2002 Operate washing machines

Modification History

Release 1. Supersedes and is equivalent to LMTLA2002A Operate washing machines

Application

This unit of competency covers the skills and knowledge required to load products into washing machines, operate machines and clean products according to specifications and quality requirements.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for wash**	2.1	Identify and follow production schedule and work load priorities
		2.2	Confirm washing machine loads and washing requirements
		2.3	Prepare laundry chemicals for use
		2.4	Identify and follow washing sequences for a given process or product
		2.5	Undertake safety procedures, including the use of PPE when handling soiled product
		2.6	Access operator manuals as required
3	**Operate automatic washing extractor**	3.1	Load automatic washing machine with correct weight according to workplace procedures
		3.2	Dose and apply laundry chemicals, and select program according to load requirements
		3.3	Operate washing machine in accordance with operating instructions
		3.4	Monitor washing machine operation and identify and report any inconsistencies
		3.5	Unload washing machine using correct manual handling techniques, where required
4	**Operate manual washing extractor**	4.1	Load manual washing extractor with correct weight according to workplace procedures
		4.2	Dose and apply laundry chemicals according to load requirements
		4.3	Operate washing machine in accordance with operating instructions
		4.4	Monitor washing machine operation and identify and

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			report any inconsistencies
		4.5	Unload washing using appropriate manual handling techniques, where required
5	**Complete wash**	5.1	Transfer washing to next operation
		5.2	Clean up spills and conduct housekeeping to maintain work area standards
		5.3	Complete standardised documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards	• the relevant industry or Australian Standards that are

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include:	current at the time this unit is being undertaken
Washing requirements include one or more of the following:	• chemical types and dosage • temperature settings • water levels • washing extractor program settings

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLA2002A Operate washing machines

Links

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Assessment Requirements for MSTLA2002 Operate washing machines

Modification History

Release 1. Supersedes and is equivalent to LMTLA2002A Operate washing machines

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- complying with relevant standards
- interpreting production schedules and work load priorities
- interpreting and applying washing specifications
- calculating correct chemical dosage
- using washing machines safely and efficiently on at least two (2) occasions
- using and handling chemicals safely
- applying workplace procedures
- receiving and transferring information
- maintaining documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- manual and automatic machine operation and program selection
- characteristics and hazards of chemicals and dispensing systems
- safe handling of laundry chemicals
- work health and safety (WHS) and environmental aspects related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials
- workplace procedures
- WHS practices, including hazard identification and control measures
- procedures for clean-up of spills
- quality practices
- practices for recording and reporting.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in operating washing machines, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLA2003 Control washing extractor operation

Modification History

Release 1. Supersedes and is equivalent to LMTLA2003A Control washing extractor operation

Application

This unit of competency covers the skills and knowledge required to determine requirements for wash loads, control and monitor washing machine operation, and processing the product.

The unit of competency applies to controlling washing machine operation and involves chemical dispensing and monitoring procedures to required specifications.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTLA2002 Operate washing machines

Competency Field

Laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to control washing extractor operation**	2.1	Identify laundry operating procedures, production schedule and work load priorities
		2.2	Determine washing extractor loads by counting, weight, volume or classification
		2.3	Operate weighing machines and determine size of load by reading indicator scales
		2.4	Select washing sequences for a given process or product
		2.5	Select chemical dispensing for chemical dosing system, where relevant
		2.6	Determine washing requirements for specific loads
		2.7	Access operator manuals, as required, and identify workplace procedures
3	**Monitor washing**	3.1	Monitor washing machine operation for correct water, temperature and chemical levels
		3.2	Monitor chemicals and dosing system for correct operation
		3.3	Monitor program operation to ensure correct function
		3.4	Report washing extractor operational faults
		3.5	Complete required documentation
4	**Finalise product and check procedures**	4.1	Classify product and sort according to finishing requirements
		4.2	Direct product to correct area for finishing

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4.3 Review and check all procedures

4.4 Check work area for maintenance to housekeeping standards

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS procedures
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Washing requirements include the following:	• chemical dosage or formula settings • washing extractor program settings
Procedures include one or	• chemical specifications, handling and use

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more of the following:	• machines manual over-riding technology application • identification of faults • manual handling for loading and unloading machines • safe use of machines • quality control requirements • working in confined spaces
Required documentation includes one or more of the following:	• information on wash load, program settings and chemical dosage • completion of standardised forms • information on wash efficiencies, such as wash times • faults or inconsistencies

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLA2003A Control washing extractor operation

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLA2003 Control washing extractor operation

Modification History

Release 1. Supersedes and is equivalent to LMTLA2003A Control washing extractor operation

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- complying with relevant standards
- interpreting production schedules and work load priorities
- selecting and preparing chemicals
- determining wash load requirements and extractor settings to suit load characteristics
- controlling and monitoring process operation on at least two (2) occasions
- using machines and related equipment, including dispensing and dosing systems, according to workplace procedures
- using protective equipment
- classifying and sorting product
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- workplace procedures and policies
- machine operation, program selection and monitoring procedures:
  - chemical specifications, handling and use
  - machines manual over-riding technology application
  - identification of faults
  - manual handling for loading and unloading machines
  - safe use of machines
  - quality control requirements
  - working in confined spaces
- level of operator responsibility for equipment maintenance and monitoring
- characteristics and hazards of chemicals and dispensing systems

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- work health and safety (WHS) and environmental aspects related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials
- safety data sheets (SDS)
- quality practices
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in controlling washing extractor operations, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLA2004 Perform linen rewash

Modification History

Release 1. Supersedes and is equivalent to LMTLA2004A Perform linen rewash

Application

This unit of competency covers the skills and knowledge required to identify stains and select rewash methods for linen to meet laundry specifications and quality requirements.

This unit applies to product rewash procedures and operating machines. It involves chemical dispensing and monitoring procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTLA2002 Operate washing machines

Competency Field

Laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to perform linen rewash**	2.1	Identify laundry operating procedures and workplace procedures
		2.2	Follow steps for identifying the stained product
		2.3	Identify stains and classify into categories
		2.4	Determine rewash requirements for the identified stain and product type
3	**Carry out rewash procedure**	3.1	Assess preparation for rewash in accordance with laundry machine operation procedures
		3.2	Prepare chemical products and use according to supplier and laundry requirements and apply prewash, as required
		3.3	Operate machine in accordance with manufacturer and workplace procedures
		3.4	Monitor washing extractor operation to ensure correct function
		3.5	Identify and report operating faults
4	**Complete rewash**	4.1	Record data and store in accordance with industry and workplace procedures
		4.2	Transfer linen to next operation
		4.3	Maintain work area housekeeping standards

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Laundry machines include one or more of the following:	• microprocessor or computer controlled • automatic washing extractors • manual washing extractors • continuous batch washers • weighing machines • chemical dosing equipment
Procedures include one or more of the following:	• chemical specifications, handling and use • machines manual over-riding technology application • identification of faults • manual handling for loading and unloading machines

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- safe use of machines
- quality control requirements
- working in confined spaces

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLA2004A Perform linen rewash

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLA2004 Perform linen rewash

Modification History

Release 1. Supersedes and is equivalent to LMTLA2004A Perform linen rewash

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- complying with relevant standards
- recognising, identifying and assessing the range of common stains normally encountered
- using machines and related equipment, including dispensing and dosing systems according to directions
- selecting and determining appropriate rewash requirements for at least two (2) applications
- preparing and using chemicals safely
- completing linen rewash safely and efficiently, to quality standards, on at least two (2) occasions
- monitoring process operation
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- characteristics of stains, their relevant identification procedures and removal techniques
- machine operation, program selection and monitoring procedures:
  - manual handling
  - safe handling of chemicals
  - preparation of chemical products
  - preparation of dispensing systems
  - quality control requirements
- characteristics and hazards of chemicals and dispensing systems
- infection control policies and procedures
- workplace procedures
- work health and safety (WHS) and environmental aspects related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials

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- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing linen rewash, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTLA2005 Operate hydro extractor

Modification History

Release 1. Supersedes and is equivalent to LMTLA2005A Operate hydro extractor

Application

This unit of competency covers the skills and knowledge required to operate hydro extractors throughout the hydro extraction process to meet laundry specifications and quality requirements.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare equipment for operation**	2.1	Perform laundry operating procedures for hydro machine start-up and stopping in accordance with manufacturer and workplace requirements
		2.2	Follow all workplace and safety procedures relating to safe machine operation
		2.3	Access operator manuals, as required
3	**Operate hydro extraction machine**	3.1	Load machines according to type and laundry loading procedures
		3.2	Monitor machines during operation to ensure correct balance is maintained
		3.3	Load and unload machines using appropriate manual handling techniques or by correctly operating ancillary equipment for loading and unloading
		3.4	Identify and report operating faults
		3.5	Complete records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures	• requirements prescribed by legislation, awards,

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include one or more of the following:	agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS procedures
Australian Standards includes	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Laundry machines include one or more of the following:	• ancillary equipment for hydro extraction machine such as manual loading and spring loaded trolleys • membrane press • hydraulic rams • conveying equipment • transfer equipment
Laundry operating procedures include the following:	• manual handling • safe handling of chemicals • preparation of chemical products • preparation of dispensing systems • quality control requirements • classification of products • safety checks

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLA2005A Operate hydro extractor

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLA2005 Operate hydro extractor

Modification History

Release 1. Supersedes and is equivalent to LMTLA2005A Operate hydro extractor

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures and safe work practices
- applying relevant standards
- using extractors and related equipment on at least two (2) occasions
- identifying operational faults
- classifying and sorting product
- maintaining quality requirements for each stage of the process
- receiving and transferring information
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian standards
- laundry machines
- machine operation and monitoring procedures
- level of operator responsibility for equipment maintenance and monitoring
- work health and safety (WHS) and environmental aspects related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials
- laundry operating procedures
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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  - have vocational competency in operating hydro extractor, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLA2006 Perform conditioning and drying processes

Modification History

Release 1. Supersedes and is equivalent to LMTLA2006A Perform conditioning and drying processes

Application

This unit of competency covers the skills and knowledge required for conditioning and drying products according to laundry procedures and quality requirements.

The unit of competency applies to operating machines for the conditioning and drying processes, and preparing for the finishing process.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for conditioning and drying process**	2.1	Interpret and follow production schedule and workload priorities
		2.2	Follow schedules for cleaning dryer filters
		2.3	Perform procedures for drying machine start-up in accordance with manufacturer specifications and workplace procedures
		2.4	Access operator manuals, as required
		2.5	Classify and sort product according to finishing requirements
3	**Operate dryer**	3.1	Implement appropriate laundry operating procedures
		3.2	Follow drying programs for given product type and size of load
		3.3	Load and unload dryers using manual handling techniques or by correctly operating loading and unloading equipment
		3.4	Select appropriate cycle, timing and temperature for loads, where required
		3.5	Operate and monitor dryer in accordance with operating instructions and follow product cool down procedures
		3.6	Identify and report dryer operating faults and complete records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Machines include one or more of the following:

- dryers
- loading and unloading equipment
- conveyors
- transfer equipment

Drying program includes the following:

- drying cycles
- temperature
- time

Laundry operating procedures include the following:

- manual handling techniques
- laundry procedures for loading and unloading
- machine safety checks
- auto lint filters
- spontaneous combustion prevention
- identification of faults

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- safe use of machines
- quality control requirements

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLA2006A Perform conditioning and drying processes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLA2006 Perform conditioning and drying processes

Modification History

Release 1. Supersedes and is equivalent to LMTLA2006A Perform conditioning and drying processes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- interpreting production schedules and work load priorities
- using drying machines and related equipment on at least two (2) occasions
- classifying and sorting product
- loading machine appropriately and selecting appropriate program
- monitoring process operation and identifying faults
- implementing laundry operation and workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian standards
- machine operation, program selection, and monitoring procedures
- laundry operating procedures
- level of operator responsibility for equipment maintenance and monitoring
- characteristics and hazards of working with heat and steam
- procedures for product cool down and minimisation of spontaneous combustion
- work health and safety (WHS) and environmental aspects of related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing conditioning and drying processes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLA2007 Finish products for despatch

Modification History

Release 1. Supersedes and is equivalent to LMTLA2007A Finish products for despatch

Application

This unit of competency covers the skills and knowledge required to operate finishing equipment, inspect products and fold and prepare finished products for despatch.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Operate finishing equipment**	2.1	Perform laundry operating procedures and monitor operations
		2.2	interpret production schedules and work load priorities
		2.3	Classify product and sort according to finishing and rework requirements
		2.4	Prepare products for finishing in accordance with product requirements
		2.5	Feed product into finishing equipment manually or by using proper aids
		2.6	Monitor machines and adjust in accordance with specified workplace procedures and consistent with operators' skill level
		2.7	Identify and report operating faults
3	**Inspect products**	3.1	Identify products that do not meet quality standards and reject or return for rework
		3.2	Identify damaged or torn products for repair or return
		3.3	Rewash, repair or deposit condemned product in appropriate container
		3.4	Complete records
4	**Prepare finished products for despatch**	4.1	Check storage equipment
		4.2	Fold and pack product to meet workplace requirements
		4.3	Classify products and store products for distribution in allocated area
		4.4	Maintain finished product records

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Finishing equipment includes one or more of the following:	• roller or chest ironer • towel folder or team folder • tunnel finishers or steam tunnel • stacker or feeder • trouser topper • trouser legger • dolly • puffer • dry press • hand iron • hot head press • coat press

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	• feeding equipment • single or multi roller iron
Laundry operating procedures include the following:	• manual handling techniques • machine operation • procedure for coding and rewash • reporting procedures for faults and safety checks • classification of products (code, number, tying, wrapping and customer) • machines manual over-riding technology application • identification of faults • manual handling for loading and unloading machines • safe use of machines • quality control requirements

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLA2007A Finish products for despatch

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLA2007 Finish products for despatch

Modification History

Release 1. Supersedes and is equivalent to LMTLA2007A Finish products for despatch

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- interpreting production schedules and work load priorities
- classifying and sorting product
- applying workplace and laundry operating procedures
- operating at least 2 types of finishing equipment relevant to work role on at least two (2) occasions
- inspecting product to meet quality requirements
- finishing and folding product
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian standards
- machine operation, program selection and monitoring procedures
- level of operator responsibility for equipment maintenance and monitoring
- work health and safety (WHS) and environmental aspects related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials
- workplace procedures
- laundry operating procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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- have vocational competency in finishing products for despatch, at least to the level being assessed, with relevant industry knowledge and experience.

- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLA2008 Repair damaged laundry items

Modification History

Release 1. Supersedes and is equivalent to LMTLA2008A Repair damaged laundry items

Application

This unit of competency covers the skills and knowledge required to perform repairs on laundry items.

The unit of competency applies to operating machines and related mending equipment, and performing repairs.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for repair operations**	2.1	Identify required laundry repair operations
		2.2	Set up workstation in accordance with workplace procedures and requirements
		2.3	Set up equipment in accordance with specification for the work
		2.4	Check product for repair or condemning
3	**Make repairs to damaged laundry items**	3.1	Determine repair requirements for damaged products and perform repairs in accordance with required specifications
		3.2	Consult specialists or appropriate personnel on repair requirements, where necessary
		3.3	Operate equipment in accordance with manufacturer specifications and workplace procedures
		3.4	Identify and report operating faults and maintain records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

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Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Laundry repair operations include one or more of the following:	• repairing and resizing • recycling • condemning articles • recoding • repairs on theatre linen • manual handling techniques • safe use of machines and related equipment • reporting procedures for faults and safety checks • quality assurance • relevant industry or Australian Standards
Equipment includes one or more of the following:	• sewing machine • marking machine • heat seal machine • overlocker • button sewing machine • darning machine • stud machine • vulcaniser • thermal patching machine • other related equipment/machines
Repair requirements include	• machine sewing

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one or more of the following:

- hand sewing
- heat seating or patching
- remarking products
- resizing

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLA2008A Repair damaged laundry items

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLA2008 Repair damaged laundry items

Modification History

Release 1. Supersedes and is equivalent to LMTLA2008A Repair damaged laundry items

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- using at least two (2) types of repair equipment according to specifications
- selecting equipment for specific tasks
- identifying, grading, and classifying repair requirements
- performing repairs on at least two (2) laundry items
- maintaining records
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant industry or Australian Standards
- range of laundry repair operations
- equipment to repair laundry items
- machine and equipment applications, operation monitoring and adjustment procedures
- fibres and fabrics
- repair requirements, techniques and procedures
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in repairing damaged laundry items, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLA2009 Inspect, fold and pack theatre linen

Modification History

Release 1. Supersedes and is equivalent to LMTLA2009A Inspect, fold and pack theatre linen

Application

This unit of competency covers the skills and knowledge required for the final checking and inspection of clean theatre linen to ensure customer requirements and quality standards have been met.

The unit of competency applies to the inspection, folding and packing of theatre linen. It includes the sorting, folding and packing processes.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to inspect, fold and pack theatre linen**	2.1	Identify special instructions or requirements and laundry operating procedures
		2.2	Prepare machines and equipment
		2.3	Apply and maintain hygiene and infection control in theatre linen and environmental standards for packing
		2.4	Check clean theatre linen and identify non-conformance to standards
		2.5	Classify reject linen for rework, rewash or condemning, as required
3	**Pack product for despatch**	3.1	Fold product according to hospital theatre specifications and relevant Australian Standards
		3.2	Apply hospital and laundry linen coding systems and determine package content requirements
		3.3	Check packaging and storage equipment for cleanliness
		3.4	Configure packs according to hospital theatre and laundry procedures
		3.5	Wrap packs according to hospital theatre requirements and specifications
		3.6	Assess final finish, confirm quality, and record and document packed product according to requirements
4	**Despatch product**	4.1	Determine protective covering requirements for products
		4.2	Load products into transport equipment using safe manual handling techniques
		4.3	Assign orders according to transport requirements

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Special instructions or requirements include the following:	• packaging requirements, including configuration, wrapping and labelling • final finishing instructions for theatre packs • rework classification or instructions
Laundry operating procedures include the following:	• hospital theatre pre-pack specifications • reject classifications • coding systems • manual handling techniques

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	• safe use of machines and related equipment • reporting procedures for non-conformance, faults and safety checks
Non-conformance to standards includes one or more of the following:	• grease • stains • lint • identifying markers • damage • inferior quality • wear
Machines and equipment include one or more of the following:	• light intensifying table • thermal patching machine • de-linting equipment • paper bags, laminate bags, non-linen wraps, linen wraps, indicator tape, markers, tags and plastic dust wrappers • heat sealers

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLA2009A Inspect, fold and pack theatre linen

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLA2009 Inspect, fold and pack theatre linen

Modification History

Release 1. Supersedes and is equivalent to LMTLA2009A Inspect, fold and pack theatre linen

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- complying with relevant standards
- identifying and confirming inspection requirements
- folding, packing and despatching products according to procedures on at least two (2) occasions
- recognising non-conformances and classifying reject linen for rework
- applying infection control and laundry operating procedures
- maintaining quality requirements for each stage of the process
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant industry or Australian Standards
- laundry operation procedures:
  - hospital theatre pre-pack specifications
  - reject classifications
  - coding systems
  - manual handling techniques
  - safe use of machines and related equipment
  - reporting procedures for non-conformance, faults and safety checks
- inspection techniques and procedures
- inspecting, folding and packing machines and equipment
- procedures for folding and packing articles
- hospital theatre linen specifications
- procedures for tracking product
- processes for classification of products for re-work
- transport equipment:

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    - trolleys
    - bins
    - baskets
    - racks
    - vehicles
    - cages
- quality and environmental standards and specifications
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in inspecting, folding and packing theatre linen, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLA2010 Prepare products for storage or despatch

Modification History

Release 1. Supersedes and is equivalent to LMTLA2010A Prepare products for storage or despatch

Application

This unit of competency covers the skills and knowledge required to compile, pack and consign orders according to transportation or storage requirements.

The unit of competency applies to operating procedures, including packing, storage, despatch and inspecting equipment prior to packing.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

Pre-requisite Unit

Nil

Competency Field

Laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for despatch**	2.1	Identify operating procedures that are required
		2.2	Check records, where relevant, to ensure requirements are met
		2.3	Compile orders to customer specifications and requirements
		2.4	Coordinate orders to meet delivery or collection timetables
		2.5	Monitor schedules and adjust in response to operational variations
3	**Pack product for delivery or collection**	3.1	Inspect transport or storage equipment prior to packing to ensure it meets cleanliness specifications
		3.2	Follow packing sequences and workplace procedures
		3.3	Package products to meet laundry and client requirements
		3.4	Implement final inspection in accordance with quality standards, and identify and report packaging issues
4	**Process documentation and store products**	4.1	Check orders, despatch, storage and other related documentation
		4.2	Complete documentation, as required
		4.3	Store products in an appropriate location in accordance with workplace procedures and relevant Australian Standards
		4.4	Assign orders according to storage and transport requirements

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Transport or storage equipment includes one or more of the following:

- trolleys
- bins
- baskets
- racks
- vehicles
- weighing machines
- conveyor equipment
- tying, wrapping, banding and hanging equipment (including heat shrink equipment)
- auto ID equipment and bar coding equipment
- folding equipment
- shelving

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- cages
- linen covers

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLA2010A Prepare products for storage or despatch

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLA2010 Prepare products for storage or despatch

Modification History

Release 1. Supersedes and is equivalent to LMTLA2010A Prepare products for storage or despatch

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- complying with relevant standards
- confirming and checking orders and requirements on at least two (2) occasions
- preparing, packing and storing products ready for despatch on at least two (2) occasions
- handling products appropriately
- selecting and using transport and storage equipment required for job role
- meeting customer and enterprise specifications/requirements
- locating, communicating and applying relevant information
- maintaining quality requirements for each stage of the process
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant industry or Australian Standards
- operating procedures:
  - packaging
  - cleaning
  - storage
  - transport
  - manual handling techniques
  - safe use of machines and related equipment
  - inspecting equipment prior to packing
- procedures for preparing product:
  - care requirements
  - packaging
  - correct labelling and identification

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- procedures for packing and handling
- timetables for delivery and collection
- storage and despatch requirements
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:

satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

have vocational competency in preparing products for storage, at least to the level being assessed, with relevant industry knowledge and experience.

- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLA3001 Perform advanced laundry operations

Modification History

Release 1. Supersedes and is equivalent to LMTLA3001A Perform advanced laundry operations

Application

This unit of competency covers the skills and knowledge required to use advanced technologies in laundry operations.

The unit of competency applies to preparation, control and monitoring of continuous batch or tunnel washer, and interpreting and addressing minor operational problems and faults. It includes determining the order of washing, controlling and monitoring continual batch washers, processing of product to laundry specifications and identifying common operational faults.

This unit does not cover skills required for entering and conducting checks or repairs inside continual batch washers. Work required inside the machine requires a current permit for working in confined spaces.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Laundry operations

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for wash**	2.1	Identify type of continuous batch washer and operational requirements
		2.2	Determine production schedule and work load priorities
		2.3	Conduct equipment start-up checks and identify functions of associated equipment segments
3	**Operate continuous batch washer**	3.1	Follow operator instructions and start up machine
		3.2	Load conveyor and interpret weigh scale
		3.3	Achieve correct weight according to product classification and machine manufacturer specification and start washing operations
		3.4	Conduct loading, unloading and transfer of laundry according to operational procedures using manual handling techniques, where automatic systems are not in place
4	**Monitor and finalise washing**	4.1	Monitor tunnel washer operation and all associated computerised equipment and systems to ensure all processes are functioning accurately
		4.2	Interpret operational faults identified by computer equipment and address, document and report according to workplace procedures

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4.3 Remove final load, confirm completion of work load and shut down washer

4.4 Complete shutdown maintenance according to operating procedure

4.5 Meet all housekeeping requirements and complete records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Associated equipment segments include the

- sorting area
- dryers

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following:	• press • conveyors • computerised equipment
Types of continuous batch/tunnel washers include the following:	• top washer transfer • bottom washer transfer • middle transfer
Operational faults include one or more of the following:	• conveyor jam • dryer out of synchronisation • weighing mechanism out of alignment • press malfunctions • drying temperature • safety gate locking • missed pockets • chemical faults
Shutdown maintenance includes the following:	• clean lint bags • collect dropped linen • clean work area

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLA3001A Perform advanced laundry operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLA3001 Perform advanced laundry operations

Modification History

Release 1. Supersedes and is equivalent to LMTLA3001A Perform advanced laundry operations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- applying operational and safety procedures for the safe and efficient operation of continuous batch washing equipment
- interpreting production schedules and work load priorities
- classifying and sorting wash load, weighing appropriately and selecting appropriate washing conditions and programs on at least two (2) occasions
- preparing chemicals safely (where automatic systems are not in place)
- controlling and monitoring process operation on at least two (2) occasions
- interpreting computer fault readings and addressing common operational problems
- ensuring wash loads and associated chemicals meet requirement for continuous loading
- using machines and related equipment, including dispensing and dosing systems according to workplace requirements on at least two (2) occasions
- safely removing wet washing from continuous conveyor
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant industry or Australian Standards
- mechanical function and key features of continuous batch washing machines
- functional differences between continual and ordinary washers, their advantages and disadvantages
- classification of laundry and relevant program selection
- work load requirements for continuous batch washing
- monitoring procedures
- requirements for maintaining optimum dip levels
- level of operator responsibility for equipment maintenance and monitoring

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- characteristics and hazards of chemicals and dispensing systems
- hazards associated with the removal of wet laundry from continuous conveyor
- common operational faults and their cause and required action
- work health and safety (WHS) and environmental aspects related to workplace and machine and equipment operation and manual handling, including consumable or hazardous materials
- workplace policies and procedures
- quality practices
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing advanced laundry operations, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLA3002 Determine linen rental requirements

Modification History

Release 1. Supersedes and is equivalent to LMTLA3002A Determine linen rental requirements

Application

This unit of competency covers the skills and knowledge required to determine linen rental requirements for a client.

The unit of competency applies to selecting appropriate linen rental product and volume, ensuring the efficient scheduling of pickup and delivery timetables, and monitoring rental procedures. It includes identifying quality standards and laundry processing requirements.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Laundry operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to provide linen rental**	2.1	Identify typical linen requirements for types of businesses
		2.2	Identify client and quality standards of the clients' industry
		2.3	Determine volume of linen and duration of rental period required
		2.4	Consider function, style and cost requirements to determine preferred linen for client
		2.5	Select linen and document requirements
3	**Coordinate delivery and collection timetables**	3.1	Check selected linen against stock availability and ordering requirements
		3.2	Identify and confirm pickup and delivery details
		3.3	Finalise linen order and schedule
		3.4	Confirm orders and delivery and collection requirements with client and document correctly
4	**Complete linen rental**	4.1	Confirm orders and delivery and collection requirements with production supervisors
		4.2	Calculate linen rental costs and provide for client consideration
		4.3	Confirm linen rental terms and conditions with the client
		4.4	Finalise linen rental orders and schedules and document according to workplace procedures

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Typical linen requirements include one or more of the following:	• bedding and bathroom linen for motels • table and kitchen linen for a restaurant • hospital linen • institution linen
Linen quality standards include one or more of the following:	• guidelines or linen conventions for a particular industry • guidelines or linen conventions for a particular industry sector or service level • requirements of similar or known enterprises

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Pickup and delivery details include the following:	• required volume and client location • production and ordering requirements • pickup and delivery schedule

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLA3002A Determine linen rental requirements

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLA3002 Determine linen rental requirements

Modification History

Release 1. Supersedes and is equivalent to LMTLA3002A Determine linen rental requirements

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- complying with relevant standards
- identifying and confirming client requirements on at least two (2) occasions
- calculating required volume and frequency of linen order
- calculating accurate costing
- coordinating despatch, delivery and collection timetables on at least two (2) occasions
- documenting rental orders and schedules on at least two (2) occasions
- communicating effectively with clients and production personnel to confirm orders and delivery and collection requirements
- finalising linen rental orders and schedules, and documenting according to workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- types and functions of various linen for table, bed, bath and kitchen use:
  - colour
  - size
  - weight
  - warmth
  - fibre
  - design
  - stain resistance
  - durability
- quality standards for linen use in the hospitality and health industries

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- hygiene and infection control guidelines
- laundry processing requirements
- numeracy and calculations for volume, size and weight
- ordering and scheduling guidelines
- despatch and receival procedures
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in determining linen rental requirements, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLG2001 Cut by machine

Modification History

Release 1. Supersedes and is equivalent to LMTLG2001A Cut by machine

Application

This unit of competency covers the skills and knowledge required to carry out preparation activities, select and cut materials by machine to specifications and workplace standards.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Set up workstation**	2.1	Set up workstation in accordance with specifications and workplace procedures
		2.2	Prepare cutting equipment in accordance with manufacturer instructions
		2.3	Select tools and cutting equipment as appropriate to job allocation
		2.4	Check and take appropriate action in case of wear and tear, especially in relation to knives and boards
		2.5	Keep records in accordance with procedures
3	**Assess materials**	3.1	Assess the material against specification to determine best clicking approach
		3.2	Lay out materials for single or upper multiple cutting to meet specifications
		3.3	Interpret work ticket
		3.4	Size, mark and count cut pieces using colour coding or workplace identification systems
		3.5	Stamp cut pieces according to work ticket and specifications
		3.6	Sort materials according to colour and shade and other specifications
		3.7	Check materials in relation to directional stretch and strength to determine best clicking approach
4	**Operate machine**	4.1	Start up and shut down machines following enterprise operator procedures
		4.2	Clean, turn and maintain cutting board regularly
		4.3	Check striker plate regularly for distortion and damage and report irregularities

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		4.4	Carry out minor machine maintenance
5	**Cut materials**	5.1	Select clicking knives according to job specifications and size requirements
		5.2	Adjust pressures on press for knife sizes and shapes in accordance with procedures
		5.3	Recognise and refer problems or faults with press, patterns, knives and cutting boards for repair or correction
		5.4	Follow work ticket specifications according to pieces and pairs
		5.5	Minimise wastage of material when using clicking knives and patterns in accordance with specifications and procedures
		5.6	Identify faults and position patterns accordingly
		5.7	Cut parts to workplace quality standards in relation to material flaws
		5.8	Select, colour or grain pieces to match workplace quality standards
		5.9	Cut pieces and panels to achieve best yield according to appropriate allowance
		5.10	Identify distortions and defects on press cutting boards and take appropriate action
6	**Check finished product**	6.1	Check finished product against workplace quality standards
		6.2	Complete workplace documentation, as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- tasks related to environmental protection, waste disposal, pollution control and recycling
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- SOPs
- work instructions, oral, written and visual communication
- taking of rest breaks

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Materials include three or more of the following:

- suede
- suede split
- PU coated splits
- PU coated non-woven fabrics
- corrected grains
- leather linings
- leathers:
  - buffalo
  - cow
  - calf
  - kid
  - deer
  - kangaroo
  - fish
  - reptiles
  - emu

Machines include one

- swing beam press

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or more of the following:	• travelling head press • full beam press • automated presses
WHS practices	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • PPE • safe materials handling • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLG2001A Cut by machine

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLG2001 Cut by machine

Modification History

Release 1. Supersedes and is equivalent to LMTLG2001A Cut by machine

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- applying relevant standards
- preparing workstation and work prior to commencing operations
- operating at least two (2) machines in accordance with procedures
- applying cutting techniques on at least five (5) different pieces using at least three (3) types of material or leather
- undertaking maintenance of machines to manufacturer specifications
- interpreting work specifications and patterns
- selecting colour or grain pieces to match workplace quality standards
- cutting pieces and panels to achieve best yield according to appropriate allowance
- identifying distortions and defects on press cutting boards and taking appropriate action.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- fabric range and general qualities of leather
- characteristics of different leathers and other materials
- relevant cutting machines, including swing beam press, travelling head press, full beam press and automated presses
- quality standards and handling procedures
- work health and safety (WHS) and environmental aspects of relevant product assembly processes
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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    - have vocational competency in cutting by machine, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTLG2002 Sew leather by machine

Modification History

Release 1. Supersedes and is equivalent to LMTLG2002A Sew leather by machine

Application

This unit of competency covers the skills and knowledge required to sew leather pieces by machine.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare work pieces**	2.1	Receive and check work bundle and assess any follow-up action
		2.2	Assess quality of received component parts
		2.3	Lay out work pieces in the correct sequence in accordance with specifications
3	**Prepare workstation**	3.1	Set up workbench and seating to achieve operator comfort and to minimise fatigue
		3.2	Clean and check machines in accordance with SOPs
		3.3	Keep records in accordance with procedures
4	**Set up machine**	4.1	Set up and adjust machine in accordance with manufacturer instructions, workplace requirements and specifications for the work
		4.2	Select threads according to specifications
		4.3	Check needle types, attachments and parts, and change worn needles and parts, as necessary
		4.4	Set and test stitch length against specifications
		4.5	Set tension according to specifications
		4.6	Test machine for correct operations
5	**Perform machine sewing**	5.1	Select pieces according to size, colour and style
		5.2	Position materials to achieve required specifications, including quality and to minimise stretch
		5.3	Machine seams to achieve specified results
		5.4	Trim threads, as required
		5.5	Check the performance of the machine regularly for

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			signs of faulty operations and take appropriate action
6	**Conduct final quality check for operations**	6.1	Check final product to ensure workplace quality requirements are met
		6.2	Deal with production faults in accordance with procedures
7	**Despatch completed work**	7.1	Bundle, stack, store or despatch component parts
		7.2	Record production faults, as required
		7.3	Complete records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Machines include one or more of the following:	• a range of plain machines • computerised stitching machines

Materials include one or more of the following:	• leathers:
	  • buffalo
	  • cow
	  • calf
	  • kid
	  • deer
	  • kangaroo
	  • fish
	  • reptiles
	  • emu
	  • pigskin
	  • suede

WHS practices	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • PPE • safe materials handling • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLG2002A Sew leather by machine

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Links

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Assessment Requirements for MSTLG2002 Sew leather by machine

Modification History

Release 1. Supersedes and is equivalent to LMTLG2002A Sew leather by machine

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- applying relevant standards
- handling and receiving pieces
- checking work against ticket information and workplace standards
- preparing workstation and work prior to commencing operations
- operating at least one (1) type of machine where positioning of the work may be controlled by machine guides or work markers
- selecting pieces according to size, colour and style and positioning materials to achieve required specifications, quality and to minimise stretch
- machining seams on at least ten (10) leather items to achieve specified results
- recording faults and maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- assembly processes and machines requiring the positioning, feeding and handling of work pieces
- machine operating procedures for plain and computerised stitching machines
- characteristics of typical fabrics, threads, and other materials used
- quality standards and handling procedures
- work health and safety (WHS) and environmental aspects of relevant assembly processes
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in sewing leather by machine, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTLG2003 Perform table work

Modification History

Release 1. Supersedes and is equivalent to LMTLG2003A Perform table work

Application

This unit of competency covers the skills and knowledge required to assemble leather components and products using largely manual table production processes.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare work pieces**	2.1	Receive and check work bundle and assess any follow-up action
		2.2	Assess quality of received component parts
		2.3	Lay out work pieces in the correct sequence in accordance with specifications
3	**Prepare workstation**	3.1	Position self to achieve operator comfort and to minimise fatigue
		3.2	Clean and check tools in accordance with SOPs
		3.3	Keep records in accordance with procedures
4	**Carry out bench work activities**	4.1	Perform folding and turning operations to specifications
		4.2	Join parts, panels and pieces, as required
		4.3	Use adhesives to achieve specifications
		4.4	Perform other table work operations, including punching, riveting and the application of studs, according to style and to achieve quality requirements, as required
5	**Finish work**	5.1	Perform finishing operations to specifications
		5.2	Check finished product against specifications
		5.3	Report faults and return product for rework or repair in accordance with workplace procedures and quality measures
6	**Despatch completed work**	6.1	Bundle, stock, store or despatch component and products
		6.2	Record production faults, as required

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6.3 Complete records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Tools include one or more of the following:	• leather scissors • leather marker • beating hammer • turning bone
Operations include one or more of the	• simple folding • beading and joining where straight work is produced

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following:	• attachments to components:
	  • side fittings and rivets
	  • insertion of accessories
	  • trimmings
	• fault marking
	• applying adhesives
	• other bench work operations at the preparatory or finishing stage

Finishing operations include one or more of the following:	• clipping • sorting • spotting • attaching labels
WHS practices	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • PPE • safe materials handling • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLG2003A Perform table work

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLG2003 Perform table work

Modification History

Release 1. Supersedes and is equivalent to LMTLG2003A Perform table work

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- checking work against ticket information and workplace standards
- preparing workstation and work prior to commencing operations
- carry out bench work activities to fabricate leather products to specifications for at least ten (10) items
- using a range of table-based operations and finishing processes according to style and quality requirements
- checking finished product against specifications, reporting faults and returning product for rework or repair
- despatching completed work and maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- manual assembly processes for leather goods
- table operations:
  - simple folding
  - beading and joining where straight work is produced
  - attachments to components:
    - side fittings and rivets
    - insertion of accessories
    - trimmings
  - fault marking
  - applying adhesives
  - other bench work operations at the preparatory or finishing stage
- finishing operations:
  - clipping
  - sorting
  - spotting

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    - attaching labels
- characteristics of leathers, fabrics and other materials used in leather goods production
- quality standards and leather handling procedures
- work health and safety (WHS) and environmental aspects of relevant production and assembly processes
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in performing table work, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLG2004 Operate leather production machines

Modification History

Release 1. Supersedes and is equivalent to LMTLG2004A Operate leather production machines

Application

This unit of competency covers the skills and knowledge required to produce leather goods components and products using leather production machines.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in

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			accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare work pieces**	2.1	Receive and check work bundle and assess any follow-up action
		2.2	Assess quality of received component parts
		2.3	Lay out work pieces in the correct sequence in accordance with specifications
3	**Prepare workstation**	3.1	Position self to achieve operator comfort and to minimise fatigue
		3.2	Clean and check machines in accordance with SOPs
		3.3	Keep records in accordance with procedures
4	**Set up machine**	4.1	Set up and adjust machine in accordance with manufacturer instructions, workplace requirements and specifications for the work
		4.2	Check dies, knives, attachments and parts and change, as necessary
		4.3	Select and adjust guides, as appropriate
		4.4	Set temperature according to specifications, as required
		4.5	Test machine for correct operation
5	**Perform machine operation**	5.1	Select pieces in accordance with specifications
		5.2	Position pieces on machine, as appropriate
		5.3	Operate machine in accordance with machine and workplace standards
		5.4	Check finished product against specifications
		5.5	Check the performance of the machine regularly for

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			signs of faulty operations and take appropriate action
6	**Despatch completed work**	6.1	Bundle, stack, store or despatch pieces
		6.2	Record production faults, as required
		6.3	Complete records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Machines include three or more of the	• branding machines • embossing machines

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following:

- folding machines
- beading machines
- piping machines
- stamping machines
- punching or perforating machines
- seam rubbers machines
- buffing machines

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- PPE
- safe materials handling
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLG2004A Operate leather production machines

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLG2004 Operate leather production machines

Modification History

Release 1. Supersedes and is equivalent to LMTLG2004A Operate leather production machines

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- applying relevant standards
- handling and receiving a variety of leather and fabrics and checking work against ticket information and workplace standards
- preparing workstation and work prior to commencing operations
- applying machine operation techniques on at least three (3) different machines to defined procedures, including some work positioning but where ultimate precision is assisted by machine guide or work marker
- carrying out leather production machine tasks to meet specifications on at least ten (10) items
- checking finished product against specifications and reporting production faults
- despatching completed work and maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- processes for leather goods assembly
- procedures for operating leather production machines
- characteristics of typical leathers, fabrics, threads, and other materials used in leather goods production
- quality standards and leather handling procedures
- work health and safety (WHS) and environmental aspects of relevant production and assembly processes
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in operating leather production machines, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLG2005 Split leather pieces

Modification History

Release 1. Supersedes and is equivalent to LMTLG2005A Split leather pieces

Application

This unit of competency covers the skills and knowledge required to split leather pieces using a skiving or splitting machine and associated equipment.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare work pieces**	2.1	Receive and check work bundle and assess any follow-up action
		2.2	Assess quality of received component parts
		2.3	Lay out work pieces in the correct sequence in accordance with specifications
3	**Set up machine**	3.1	Position self to achieve operator comfort and to minimise fatigue
		3.2	Clean and check machines in accordance with SOPs
		3.3	Set up, start up and shut down splitting machine and associated equipment, and carry out basic maintenance SOPs and safety requirements
4	**Perform machine operation**	4.1	Determine correct weights using machine adjustments
		4.2	Position pieces on machine, as appropriate
		4.3	Place matrix pattern on leather piece in accordance with specifications
		4.4	Split cut pieces to correct weights using machine adjustments
		4.5	Use weight gauges and micrometer in accordance with procedures
		4.6	Check finished pieces against specifications
		4.7	Check the performance of the machine regularly for signs of faulty operations and take appropriate action
5	**Despatch completed work**	5.1	Bundle, stack, store or despatch pieces
		5.2	Record production faults, as required

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5.3 Complete records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Leather pieces include one or more of the following:

- leather
- synthetics

WHS practices:

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

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- manual handling techniques
- PPE
- safe materials handling
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLG2005A Split leather pieces

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLG2005 Split leather pieces

Modification History

Release 1. Supersedes and is equivalent to LMTLG2005A Split leather pieces

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures and safe work practices, industry codes and standards
- checking work against ticket information and workplace standards and preparing workstation and work prior to commencing operations
- setting up splitting machine and associated equipment
- carrying out basic maintenance in accordance with sops
- applying splitting machine operation techniques, on at least five (5) occasions, to carry out splitting operation tasks to correct weights and meet specifications on a range of leather pieces
- using weight gauges and micrometer to check finished pieces against specifications
- checking the performance of the machine regularly for signs of faulty operations and taking appropriate action
- despatching completed work and maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- procedures for operating splitting machine
- characteristics of a limited range of typical leathers and synthetics used in leather goods production
- quality practices and procedures
- work health and safety (WHS) and environmental aspects of relevant production and assembly processes
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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  - have vocational competency in splitting leather pieces, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLG2006 Identify materials used in leather goods production

Modification History

Release 1. Supersedes and is equivalent to LMTLG2006A Identify materials used in leather goods production

Application

This unit of competency covers the skills and knowledge required to identify and describe materials used in the production of leather goods.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in

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			accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Identify materials used in leather goods**	2.1	Identify materials used in leather goods production
		2.2	Identify types and sources of materials
		2.3	Identify generic and trade names for materials
3	**Determine uses of materials for leather goods production**	3.1	Identify uses of materials for leather goods production
		3.2	Identify handling and care requirements for materials
4	**Determine performance of materials for leather goods**	4.1	Identify physical properties of materials
		4.2	Identify and describe performance characteristics of materials
		4.3	Interpret types of surface finishes used on materials
5	**Identify common faults, problems and surface defects of materials**	5.1	Identify common faults, problems and surface defects of materials
		5.2	Interpret possible causes for common faults, problems and surface defects
		5.3	Identify workplace quality practices relating to faults, problems and surface defects

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Leather goods include one or more of the following:

- footwear
- handbags and accessories
- wallets, purses and belts
- saddles and saddlery components and products
- clothing
- headwear and millinery
- textile product components

Materials include one or more of the following:

- leather:
  - calf
  - cow hide
  - kid
  - suede
  - goat
  - buffalo
  - kangaroo
  - reptile
  - sheep
  - ostrich

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- emu
- pig

- adhesives and chemicals:
  - polyurethane adhesives
  - rubber cement
  - methyl ethyl ketone
  - halogenation solvent
  - dichloromethane
  - petrol
  - methylated spirits
  - solvent-based spray finishes
  - solvent-based emulsions
- fabrics:
  - satin
  - silk
  - taffeta

Performance characteristics include one or more of the following:

- stretch
- abrasion
- wearability
- absorbency
- durability
- elasticity
- heat sensitivity
- shrink resistance
- strength

Faults, problems or defects include one or more of the following:

- marks
- scars
- cuts

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- PPE
- safe materials handling
- ergonomic arrangement of workplaces

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- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLG2006A Identify materials used in leather goods production

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLG2006 Identify materials used in leather goods production

Modification History

Release 1. Supersedes and is equivalent to LMTLG2006A Identify materials used in leather goods production

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- identifying a range of materials used in leather goods production
- identifying the range of uses of materials for leather goods production and their handling and care requirements
- identifying performance characteristics of at least five (5) different leather and material samples
- identifying common faults, problems and surface defects of materials and how to deal with them
- maintaining accurate records.

Knowledge Evidence

- Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:
- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- handling procedures for materials
- types of materials:
  - types of leather
  - adhesives
  - fabrics
- performance characteristics:
  - size
  - grain
  - nap
  - substance
  - hair follicle patterns of leather
  - stretch

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  - abrasion
  - wearability
  - absorbency
  - durability
  - elasticity
  - heat sensitivity
  - shrink resistance
  - strength
- common faults, problems and defects
- quality standards and practices
- work health and safety (WHS) and environmental aspects of relevant production and assembly processes
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in identifying materials used in leather goods production, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLG2007 Skive leather pieces

Modification History

Release 1. Supersedes and is equivalent to LMTLG2000A Skive leather pieces

Application

This unit of competency covers the skills and knowledge required to skive leather pieces by machine, including the use of skiving operations and the determination of the required skiving process.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures, under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in

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			accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare work pieces**	2.1	Receive and check work bundle and assess any follow-up action
		2.2	Assess quality of received component parts
		2.3	Lay out work pieces in the correct sequence in accordance with specifications
3	**Set up machine**	3.1	Position self to achieve operator comfort and to minimise fatigue
		3.2	Clean and check machine in accordance with SOPs
		3.3	Select appropriate skiving technique to reflect work specifications
		3.4	Follow skive knife sharpening procedures to manufacturer specifications and in accordance with SOPs
		3.5	Set up, start up and shut down skiving machine and associated equipment, and carry out basic maintenance following SOPs and safety requirements
4	**Perform machine operation**	4.1	Position pieces on machine, as appropriate
		4.2	Operate skiving machine following SOPs and safety requirements
		4.3	Check finished product against specifications
		4.4	Check the performance of the machine regularly for signs of faulty operations and take appropriate action
5	**Despatch completed work**	5.1	Bundle, stack, store or despatch pieces in accordance with workplace requirements
		5.2	Record production faults, as required

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5.3 Complete records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- PPE
- safe materials handling
- ergonomic arrangement of workplaces

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- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLG2000A Skive leather pieces

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLG2007 Skive leather pieces

Modification History

Release 1. Supersedes and is equivalent to LMTLG2000A Skive leather pieces

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- interpreting work specifications and patterns
- operate skiving machine on at least two (2) occasions, following SOPs and safety requirements
- using appropriate skiving techniques to reflect work specifications
- checking the performance of the machine regularly for signs of faulty operations and taking appropriate action
- using a range of leathers, including quality leather
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- procedures for operating skiving machines
- characteristics of typical leathers, fabrics, threads, and other materials used in leather goods production
- quality standards and leather handling procedures
- material flaws of leather, including veins, growth marks, ticks and scars
- work health and safety (WHS) and environmental aspects of relevant production and assembly processes
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in skiving leather pieces, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLG3001 Make a prototype

Modification History

Release 1. Supersedes and is equivalent to LMTLG3001A Make a prototype

Application

This unit of competency covers the skills and knowledge to design processes leading to the making of a prototype for marketing purposes and must reflect fashion trends and the enterprise focus of manufacture.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from customer requirements, specifications, drawings, job sheets or work instructions
2	**Design or modify existing model**	2.1	Set up workstation in accordance with specifications and workplace procedures
		2.2	Design components to conform with model, using computer-aided design (CAD) or manual technique with reference to all relevant operations
		2.3	Select materials, trims and colours
		2.4	Produce models from appropriate materials to specifications
		2.5	Ensure ongoing liaison occurs with relevant departments in workplace to ensure workability and marketability of design and availability of materials and resources, including workforce skills
3	**Produce prototype**	3.1	Modify or design existing model to translate design concept into 3-D
		3.2	Coordinate making of prototype using sample patterns, relevant designed components and all relevant manufacturing processes
4	**Test prototype**	4.1	Liaise with other relevant departments in relation to practicality of design and cost of production, and predicted commercial success
		4.2	Review prototype with customer specifications and customer, as appropriate
		4.3	Make corrections, as necessary
		4.4	Make samples for marketing or testing
5	**Produce patterns**	5.1	Create standard or master pattern from the mean form
		5.2	Dissect standard to produce all working patterns, making adjustments for enterprise procedures and materials used

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to create patterns

5.3 Derive patterns from the master pattern allowing for adjustments, as required

5.4 Prepare and store documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Leather products include one or more of the following:

- clothing
- bags
- accessories
- saddles and saddlery components

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- PPE
- safe materials handling
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLG3001A Make a prototype

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLG3001 Make a prototype

Modification History

Release 1. Supersedes and is equivalent to LMTLG3001A Make a prototype

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- planning and coordinating complicated designs, that consist of at least four (4) components, and prototype operations in line with specifications, customer requirements and work deadlines
- preparing equipment and work prior to commencing operations
- using computer-aided design (CAD) or manual techniques to design components to conform with model
- selecting appropriate materials
- liaising with other relevant departments to determine practicality of design, cost of production and predicted commercial success
- producing prototypes for at least two (2) different products, using appropriate manufacturing processes over the full range of operations
- reviewing prototype with customer specifications and customer
- making samples for marketing and testing and correcting, as necessary
- producing working patterns for at least two (2) different leather products.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- manufacturing focus of the enterprise
- manufacturing capacity, skill capacity, and tool or equipment base of workplace
- materials and properties and their reaction to manufacturing processes
- pattern design and prototype construction
- CAD and manual techniques used in the design phase
- quality standards and handling procedures
- work health and safety (WHS) and environmental aspects of relevant processes
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in making a prototype, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLG3002 Cut leather by hand

Modification History

Release 1. Supersedes and is equivalent to LMTLG3002A Cut leather by hand

Application

This unit of competency covers the skills and knowledge required to cut leather by hand and includes simple and complicated pattern pieces, and a range of leather qualities.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Set up workstation**	2.1	Set up workstation according to specifications
		2.2	Select and prepare cutting equipment and patterns according to specified work and sizes, and manufacturer instructions
		2.3	Collect, sort and lay out materials in preparation for cutting
		2.4	Clean and maintain cutting board routinely
		2.5	Maintain records
3	**Assess leather**	3.1	Assess the leather for scars, marks and faults that impact on cutting
		3.2	Assess and sort leather to comply with requirements of different jobs and pattern pieces
4	**Cut leather by hand**	4.1	Identify problems or faults with patterns, knives and cutting boards and refer for repair
		4.2	Use cutting knives and patterns to minimise waste
		4.3	Identify scars, marks and fault areas of high-quality leather and position patterns accordingly
		4.4	Position patterns to allow for identified flaws, nap of suede or other grain or print characteristics of leather
		4.5	Use cutting techniques to match pattern shape, size and leather quality
		4.6	Cut pieces precisely to size, and colour coded, and size and colour matched
5	**Check finished product**	5.1	Check finished products against job specifications and workplace standards

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5.2 Address fault or irregularities

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Leather includes one or more of the following:	• buffalo • cow • calf • kid • kangaroo • deer • fish • reptile

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- emu

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- PPE
- safe materials handling
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLG3002A Cut leather by hand

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLG3002 Cut leather by hand

Modification History

Release 1. Supersedes and is equivalent to LMTLG3002A Cut leather by hand

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- planning and coordinating complicated cutting operations
- preparing equipment and sorting materials before commencing operations
- applying techniques over the full range of cutting operations to meet specifications
- identifying scars, marks and fault areas in different types and grades of leather, and position patterns accordingly
- using cutting techniques to match pattern shape, size and leather quality for a range of materials
- cutting at least ten (10) pieces precisely to size, colour coded, and size and colour matched
- checking finished products against job specifications and workplace standards and rectifying redeemable faults.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- equipment required for both complicated and uncomplicated cutting operations
- cutting board maintenance
- leather types, their qualities and principles of cutting
- enterprise standards
- quality standards and practices
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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  - have vocational competency in cutting leather by hand, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLG3003 Sew leather by hand

Modification History

Release 1. Supersedes and is equivalent to LMTLG3003A Sew leather by hand

Application

This unit of competency covers the skills and knowledge required to sew panels or pieces of leather by hand. It involves a range of techniques, including stitching of seams, reinforcements, general repairs and new work, on a range of leather pieces.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare work pieces**	2.1	Receive, check pieces and assess any follow-up action in accordance with workplace procedures, including quality checks
		2.2	Assess quality of received component parts or pieces
		2.3	Lay out work pieces in accordance with workplace procedures and specifications
3	**Prepare workstation**	3.1	Set up workbench and seating to achieve operator comfort and to minimise fatigue
		3.2	Keep records in accordance with procedures
		3.3	Select threads according to specifications
		3.4	Check and change needle types as necessary
		3.5	Determine stitch length and tension according to manufacturing schedule
4	**Perform hand sewing**	4.1	Select pieces according to size, colour and style
		4.2	Sew seams by hand to achieve specified results and quality expectations
		4.3	Trim threads, where required
		4.4	Reinforce products according to style
		4.5	Perform decorative hand stitching in accordance with specifications
		4.6	Assess final quality check for hand sewing operation against specifications
5	**Despatch completed work**	5.1	Bundle, stack, store or despatch completed component parts, panels or pieces

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5.2 Record production faults

5.3 Complete records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Decorative hand stitching includes one or more of the following:

- fancy and mock stitching
- cable stitching
- glove stitching
- top stitching

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WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- PPE
- safe materials handling
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLG3003A Sew leather by hand

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLG3003 Sew leather by hand

Modification History

Release 1. Supersedes and is equivalent to LMTLG3003A Sew leather by hand

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- interpreting specifications of needles, threads and materials, and setting up material for hand sewing
- selecting pieces according to size, colour and style and determining thread and stitch length to meet specifications
- performing hand sewing to sew seams using a variety of stitches to achieve specified results and quality expectations on at least five (5) samples
- reinforcing products according to style
- performing decorative hand stitching on at least three (3) samples in accordance with specifications
- inspecting completed work to determine quality, identify faults and determine required action
- despatching completed work and maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- principles and techniques of hand sewing, including various types of stitches used
- range of needles, threads and associated tools used in hand sewing, and their appropriateness for particular applications
- materials specifications and material sewing characteristics
- relevant quality standards for hand sewing
- work health and safety (WHS) and environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in sewing leather by hand, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLG3004 Apply finishes to leather products

Modification History

Release 1. Supersedes and is equivalent to LMTLG3004A Apply finishes to leather products

Application

This unit of competency covers the skills and knowledge required to apply structural or design finishes to leather products after production operations are completed.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for finishing of leather product**	2.1	Interpret and confirm design features and specifications for leather product with customer or product specifications
		2.2	Confirm finishing process required for leather product
		2.3	Check leather product for quality and conformity to specifications
		2.4	Prepare tools and equipment required for finishing processes
		2.5	Prepare leather product for finishing
3	**Conduct finishing process**	3.1	Undertake finishing process according to specifications and procedures
		3.2	Monitor process to ensure product specifications and quality standards are achieved
		3.3	Check product during and on completion of finishing process
		3.4	Identify finish faults
		3.5	Apply environmental requirements and procedures concerned with waste, pollution and recycling of materials at all stages of the process
		3.6	Identify and correct minor product process and equipment faults to meet specified requirements, where necessary
		3.7	Report or document details of major equipment or product faults in accordance with procedures
4	**Complete leather finish**	4.1	Check product finish against quality standards and product specifications
		4.2	Conduct finish tests, as required

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4.3 Complete cleaning of area to ensure work environment is maintained in a safe and productive manner

4.4 Complete production records and other documentation

4.5 Prepare finished product for customer

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Design features include the following:

- stitching and embroidery
- carved or engraved patterns
- attachments, such as studs, buckles and reinforcements
- plaits and roping

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- printing and stamping

Finishing processes include five or more of the following:

- printing
- coating
- brushing
- padding
- mending
- carving
- stamping
- stitching
- application of fire retardant treatment
- plaiting
- roping
- other finishes designed to achieve a specific effect on leather products

Leather products include one or more of the following:

- clothing, bags and other accessories
- saddles and saddlery components

WHS practice:

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- PPE
- safe materials handling
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLG3004A Apply finishes to leather products

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Assessment Requirements for MSTLG3004 Apply finishes to leather products

Modification History

Release 1. Supersedes and is equivalent to LMTLG3004A Apply finishes to leather products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- confirming finishing requirements for leather product
- operating and monitoring tools and equipment for finishing process according to workplace procedures
- conducting at least five (5) different finishing processes to specifications on a variety of samples
- demonstrating all five (5) identified design features on one (1) or more samples
- recognising, rectifying and reporting faults or problems
- conducting finish testing and confirming compliance with design specifications
- completing production records and other documentation, and preparing finished product for customer.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- working properties and characteristics of leather
- finishing processes and procedures
- finish tests:
  - strength
  - durability
  - colour fastness
  - fire retardation
- safe operation of finishing tools and equipment
- typical fault conditions and related fault finding procedures:
  - holes
  - creases and folds
  - marks or cuts

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  - impressions
  - inconsistent coverage
  - faulty stitching
- equipment maintenance and repair techniques
- quality standards and practices
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in applying finishes to leather products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLG3005 Grade leather

Modification History

Release 1. Supersedes and is equivalent to LMTLG3005A Grade leather

Application

This unit of competency covers the skills and knowledge required to assess, grade and sort leather products to specifications and workplace standards.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Assess leather**	2.1	Assess sections and quality within a hide and identify faults or discrepancies and variance in quality of materials supplied
		2.2	Assess leather for use in production
		2.3	Check leather against specifications
3	**Grade and sort skins**	3.1	Grade skins according to workplace grading standards
		3.2	Grade each hide according to proportion of defects in relation to whole size
		3.3	Sort skins for their suitability for particular styles
4	**Calculate allowance**	4.1	Calculate allowance manually or by computer on available materials and product to workplace standards
		4.2	Match leather against work specifications and issue to clicker

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of	• requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment

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the following:	• SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Assessment of leather includes one or more of the following:	• weight • substance • colour • shading • softness • stretch • thickness

Grading includes one or more of the following:	• surface
	• finish
	• blemishes
	• substance
	• sorting skins in regard to:
	  • size and shape
	  • colour
	  • types of defects

WHS practices	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • PPE • safe materials handling • ergonomic arrangement of workplaces • following marked walkways

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- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLG3005A Grade leather

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLG3005 Grade leather

Modification History

Release 1. Supersedes and is equivalent to LMTLG3005A Grade leather

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, including industry codes and standards
- planning and coordinating complicated grading operations
- preparing equipment and work before commencing operations
- handling and receiving and assessing a range of leather to work specifications
- identifying faults or discrepancies in leather
- grading at least ten (10) hides according to proportion of defects in relation to whole size
- sorting skins for their suitability for particular styles
- calculating allowances manually or by computer
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- equipment required grading operations
- assessment of incoming leather in terms of weight, substance, colour, shading, softness, stretch and thickness
- international, national and workplace grading standards
- leather types
- quality standards and practices
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in grading leather, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLG3006 Apply pattern specifications to saddlery products

Modification History

Release 1. Supersedes and is equivalent to LMTLG3006A Apply pattern specifications to saddlery products

Application

This unit of competency covers the skills and knowledge required to apply pattern specifications to the production of saddlery products.

The unit applies to the interpretation of pattern specifications; checking against client needs; modifying the pattern, where necessary, and applying the pattern to the production of a saddlery product, such as a saddle, bridle or saddle blanket.

It applies to individuals working largely independently and being accountable for own results, including:

- carrying out assigned tasks
- coordinating processes
- setting and working to deadlines.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Determine pattern requirements**	2.1	Access information about customer requirements
		2.2	Interpret pattern specifications for identified saddlery product and compare with customer, industry and quality requirements
		2.3	Identify customisation requirements and any additional expertise required for production
		2.4	Customise pattern from existing pattern, as appropriate
		2.5	Identify leather requirements and pattern specifications from customer
3	**Prepare for production**	3.1	Set up work area in accordance with specifications and workplace procedures
		3.2	Identify production tasks, and select and prepare tools and equipment
		3.3	Select leather, and check for quality and faults
4	**Produce saddlery product**	4.1	Conduct sequence of operations to produce saddlery product
		4.2	Test stitching for strength and accuracy and trim product
		4.3	Apply embossing and other design elements

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		4.4	Identify any faults or differences from specifications and repair or resolve
5	**Finish production**	5.1	Finish product by hand or machine
		5.2	Check product satisfies quality specifications and review with customer to ensure customer satisfaction
		5.3	Finalise production and complete housekeeping and relevant documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- PPE
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards

- the relevant industry or Australian Standards that are current

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include:	at the time this unit is being undertaken
Leather requirements include one or more of the following:	• type of leather • grade of leather • size of hide • performance and functional requirements of leather
WHS practices	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • PPE • safe materials handling • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLG3006A Apply pattern specifications to saddlery products

Links

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Assessment Requirements for MSTLG3006 Apply pattern specifications to saddlery products

Modification History

Release 1. Supersedes and is equivalent to LMTLG3006A Apply pattern specifications to saddlery products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- interpreting specifications and identifying customisation requirements
- preparing at least two (2) customised patterns from existing patterns to meet client requirements
- completing sequence of operations on leather to produce saddlery product
- using tools and equipment for saddlery work according to work health and safety (WHS) requirements
- applying embossing and other design elements, and finishing at least two (2) saddlery products according to specifications
- identifying faults and making good
- testing and checking final saddlery product for quality and customer satisfaction
- completing housekeeping and relevant documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- features and requirements of saddlery products:
  - saddles
  - bridles
  - saddle blanket
- pattern modification techniques, procedures and tools
- structure and divisions of hides and the functions of different types of leather
- production tasks:
  - measuring
  - marking
  - cutting

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  - stitching
  - embossing
  - cutting
  - polishing
  - creasing
  - staining
  - finishing
- methods for examining leather for faults and quality
- quality standards of the enterprise and the industry
- tools and equipment for making saddlery products
- stitching techniques and equipment
- PPE required in saddlery
- care, adjustment and sharpening of traditional hand cutting tools
- procedures for laying out, marking, cutting and trimming of leather
- quality standards and handling procedures
- workplace operations and reporting procedures
- WHS practices, including hazard identification and control measures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing pattern specifications for saddlery products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTLG3007 Assemble saddle components

Modification History

Release 1. Supersedes and is equivalent to LMTLG3007A Assemble saddle components

Application

This unit of competency covers the skills and knowledge required to fit, shape and assemble saddle components, including fitting a saddle tree.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within industry codes, standards and defined procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Leather production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from customer requirements, specifications, drawings, job sheets or work instructions
2	**Interpret shaping and fitting requirements**	2.1	Gather and record information about customer requirements for fitting and shaping
		2.2	Identify saddle tree requirements
		2.3	Identify fitting and shaping requirements
		2.4	Identify attachments and additional features
		2.5	Identify and document ordering requirements for saddle tree or associated materials and equipment
		2.6	Document and check all identified requirements against original customer requirements, and place any required orders
3	**Prepare to fit and assemble saddle**	3.1	Identify all assembly tasks
		3.2	Obtain, modify or construct saddle tree to meet customer requirements
		3.3	Prepare materials and equipment for saddle assembly
		3.4	Identify and prepare saddle components
		3.5	Set up work area in accordance with task requirements and workplace procedures
4	**Fit and assemble saddle**	4.1	Check saddle tree for quality and against horse dimensions and undertake further fitting consultation with client or supervisor, if required
		4.2	Apply saddle pieces and padding onto tree
		4.3	Fix padding into position and join saddle pieces
		4.4	Fix attachments and additional features into position
		4.5	Dry shaped saddle

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5	**Complete saddle assembly**	5.1	Check assembly of saddle to ensure requirements are met and undertake further consultation with client or supervisor, if required
		5.2	Check saddle for quality and correct assembly and address any defects and make modifications, as required
		5.3	Review saddle assembly with customer or supervisor to ensure requirements are met
		5.4	Finalise assembly and housekeeping
		5.5	Complete all required documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, industry codes and standards, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- PPE
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Information requirements include one or more of the following:

- breed and size of horse for saddle
- physical characteristics of horse (e.g. high-withered, short-backed and flat-backed)
- horse riding tasks (e.g. cutting, racing and working)
- weight requirements
- padding requirements

Additional features include one or more of the following:

- desired leather stain
- decorative elements
- accessories
- dyeing
- stamping
- lacing

Preparation includes one or more of the following:

- cleaning
- checking for foreign objects
- sharpening (tools)
- checking for faults or damage

Checking saddle tree includes the following:

- making sure the gullet is clear of the horse's backbone
- checking the tree is soundly constructed
- checking the tree is of suitable composition and weight for the intended purpose
- checking the tree is aligned to specified swell and canter

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- PPE
- safe materials handling
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping

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- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTLG3007A Assemble saddle components

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTLG3007 Assemble saddle components

Modification History

Release 1. Supersedes and is equivalent to LMTLG3007A Assemble saddle components

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, industry codes and standards
- interpreting and applying saddle specifications from customer requirements
- identifying faults and quality of leather
- obtaining or modifying mould for shaping
- using saddlery tools and equipment and undertaking assembly techniques to assemble at least two (2) saddle components
- fixing padding into position and joining saddle pieces
- fixing additional attachments and features into position
- checking saddle for quality and correct assembly, addressing any defects and making modifications as needed
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- features and purposes of different types of saddles
- fitting and shaping requirements for different horse breeds and riding requirements
- meaning of terms used in the fitting and shaping of saddles
- horse anatomy, as relevant to saddle fitting
- saddle components, attachments and common additional features
- attachments:
  - plates
  - rings
  - ties
  - stirrups
- saddle trees, their materials and how they are made and adjusted
- work area set-up for saddle assembly

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- assembly tasks:
  - obtaining, making and adjusting the saddle tree
  - marking
  - stitching
  - adding attachments
  - padding
  - shaping
  - fitting of saddle horn, bridle and rings
  - polishing
  - creasing
  - staining
  - finishing
- leather performance and handling requirements
- methods for examining saddles for faults and quality
- tools and equipment for making saddlery products
- materials and equipment:
  - mould or stand
  - drying or curing equipment
  - wetting agents
  - stitching tools
  - threads
  - padding
  - measuring tape
  - assembly instructions or specifications
- stitching techniques and equipment
- attachments used in saddlery
- padding materials and procedures for applying
- quality standards of the enterprise and the industry
- work health and safety (WHS) and environmental aspects of relevant processes
- relevant federal and state or territory legislative or regulatory requirements
- required documentation:
  - shaping procedure/modifications applied
  - adjustments
  - customer order information
- recording and reporting procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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  - have vocational competency in assembling saddle components, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTMF4001 Select and adjust prefabricated footwear-related orthoses

Modification History

Release 1. Supersedes and is equivalent to LMTMF4001A Select and adjust pre-fabricated footwear-related orthoses

Application

This unit of competency covers the skills and knowledge required to select and adjust prefabricated footwear-related orthoses.

The unit of competency applies to activities associated with selecting and adjusting prefabricated footwear-related orthotics. Work is generally conducted in a small business situation. Work role may include that of sole practitioner or working directly with medical grade footwear practitioners.

Footwear-related orthotic devices concerned with correcting the foot problem are limited to drop foot splints, ankle or foot orthoses (AFO), ankle braces, and so on. Certain specific construction tasks associated with the fabrication may be delegated to other people, such as footwear technicians or skilled tradespeople.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Medical grade footwear

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Clarify assessments and prescriptions**	1.1	Review assessments and prescriptions to confirm that all required information has been provided prior to selection and modification of prefabricated orthoses
		1.2	Consult other parties, if necessary, to clarify or provide additional information
2	**Determine resources required to modify orthoses**	2.1	Confirm availability of materials and equipment to modify stock and prefabricated orthoses
		2.2	Assess characteristics of prefabricated orthoses against specifications
		2.3	Select materials to modify existing orthoses to match design requirements
		2.4	Obtain and clarify instructions and requirements for prefabricated orthoses
		2.5	Taking accurate measurements
		2.6	Identify and confirm costs and timelines
3	**Select orthoses**	3.1	Select appropriate tools and techniques needed to adjust orthoses to ensure achievement of design
		3.2	Select existing orthoses for repeat client if only minor design changes are required
		3.3	Adjust orthoses to accommodate client foot shape, alignment and specific footwear designs
		3.4	Check shapes of orthoses to assess effect on footwear and function
4	**Adjust and finish orthoses**	4.1	Review orthoses, match against footwear and make adjustments, as required
		4.2	Finish off orthoses to meet established quality standards
		4.3	Communicate and interact effectively with clients, component suppliers and in the workplace

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4.4 Determine modifications required to the shoe to allow for orthoses, as required

4.5 Maintain client files and complete administrative tasks

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Materials include one or more of the following:

- metals
- thermoplastic
- thermoset
- leather
- appropriate textiles

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- interfaces
- appropriate padding
- reinforcement
- soling and related materials
- fastening or closing devices and other specific items such as adhesives

Tools and techniques include one or more of the following:

- hand and machine tools
- cam
- mechanical duplicators
- pour techniques
- a variety of combinations
-

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- personal protective equipment (PPE)
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTMF4001A Select and adjust pre-fabricated footwear-related orthoses

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTMF4001 Select and adjust prefabricated footwear-related orthoses

Modification History

Release 1. Supersedes and is equivalent to LMTMF4001A Select and adjust pre-fabricated footwear-related orthoses

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- reviewing client specifications and measurements
- obtaining and clarifying instructions and requirements for prefabricated orthoses
- assessing characteristics of prefabricated orthoses against specifications
- adjusting orthotics and determining modifications required to the shoe to meet specifications and quality standards on at least three (3) occasions
- identifying special construction details and constraints
- taking accurate measurements
- identifying and confirming costs and timelines
- communicating and interacting effectively with clients, component suppliers and in the workplace
- applying work health and safety (WHS) policies in work operations
- maintaining client files and accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- the elements and principles of medical grade orthotic and footwear design and how they can be used to meet specified requirements
- applied biomechanical, kinesiology and pathology of the foot, the variables in, and effects of, physical force systems (orthoses and footwear) on the body range and characteristics of prefabricated orthotic devices
- footwear construction and standards, terminology, diagnostic and definitive constructions, modification processes, materials and tools and equipment used
- WHS and environmental aspects of relevant workplace activities

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- relevant WHS legislation, regulatory requirements, copyright obligations and codes of practice
- WHS practices, including hazard identification and control measures
- quality practices
- workplace practices
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in selecting and adjusting prefabricated footwear-related orthoses, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTMF4002 Conduct medical grade footwear assessments for clients with footwear-related medical conditions

Modification History

Release 1. Supersedes and is equivalent to LMTMF4002A Conduct medical grade footwear assessments for clients with footwear-related medical conditions

Application

This unit of competency covers the skills and knowledge required to conduct medical grade footwear assessments for clients with footwear-related medical conditions (includes up to medium complexity and risk conditions).

The unit of competency encompasses skills and knowledge used in the collection and analysis of information from clients, carers and health or medical professionals. It applies to assessing the foot or foot-related condition to provide the necessary information to develop and modify medical grade footwear and orthoses. Foot conditions include those of medium complexity and risk only.

Work is generally conducted in a small business situation and the work role may include:

- sole practitioner
- member of a team of medical grade footwear specialists
- member of an enterprise or regional health care team or working in association with other allied health or medical professionals.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Medical grade footwear

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Provide potential client with information about services and products**	1.1	Outline services and products and provide general estimates of costs of services and products
		1.2	Present possible subsidised funding options for services and products to client
		1.3	Provide client with estimate of time required to conduct assessment and the general procedures associated with the assessment
		1.4	Advise client on general and medical documentation and footwear and orthoses required for assessment
		1.5	Negotiate and confirm suitable appointment time and location for assessment
		1.6	Establish client's current walking condition and need for assistance in attending assessment
2	**Interpret prescription or referral information**	2.1	Review prescriptions and referrals to determine action to be taken
		2.2	Contact health and medical professionals or agencies to clarify issues or to obtain further information
3	**Obtain pertinent personal and medical information from client**	3.1	Obtain general health status and personal information to establish client profile
		3.2	Obtain detailed information regarding client medical history and present health status and condition
		3.3	Record information accurately and completely to assist in determining possible plans of action
4	**Observe general physical and emotional state of client and implement**	4.1	Determine degree of mobility and level of assistance and support required by client
		4.2	Minimise client discomfort by providing walking aids or transport devices, as required

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	supportive actions	4.3	Use a friendly and empathic communication style to reassure client and reduce anxiety or stress
		4.4	Note other physical characteristics of client that may have an affect on future plans of action
		4.5	Maintain assessment environment to comply with professional and accepted community standards for client comfort and privacy
		4.6	Consult other suitably qualified professionals, if necessary, to discuss concerns or issues arising from client's physical or emotional state
5	**Identify client's needs and expectations**	5.1	Identify client lifestyle and work needs
		5.2	Identify client personal short and long-term goals
		5.3	Discuss client expectations related to services and products to be provided, and reach agreement between client and service provider
		5.4	Answer client questions about short and long-term improvement in condition honestly and frankly
		5.5	Determine client’s general suitability for service and products and discuss options with client and medical and health professionals, as required
6	**Conduct physical assessment of foot and lower limb**	6.1	Carry out physical examination of foot and lower limb and compare prescription and referral information compared with findings, if appropriate
		6.2	Identify presence and extent of medical conditions of foot and lower limb, including any skin conditions that may affect the provision of any medical grade footwear and orthoses
		6.3	Assess range of motion of foot and lower limb, function of muscles and joints, status of joints, and other factors and abnormalities, which affect the functioning of the foot, against established norms
		6.4	Record information accurately and completely

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7	**Carry out measurements on foot, footwear and orthoses**	7.1	Select appropriate measurement techniques based on client's presenting medical problem and work health and safety (WHS) practices
		7.2	Take direct and representation measurements related to shape and size of foot
		7.3	Perform gait analysis to obtain baseline data of client's walk pattern and comparison to average healthy parameters
		7.4	Use supplementary measurement techniques to confirm primary findings or to provide additional data
		7.5	Conduct trial fit using commercial or client footwear
		7.6	Examine footwear and orthoses and take measurements, as necessary
		7.7	Record measurements within prescribed levels of accuracy
		7.8	Analyse data derived from measurements and record results in client file using established procedures
8	**Work collaboratively with other health professionals**	8.1	Recognise and acknowledge roles and functions of other service providers within accepted ethical standards
		8.2	Consult health care professionals and other service providers, as appropriate, and in accordance with relevant legislation, for information, advice, assistance or cooperation
		8.3	Advise clients fully on indications and reasons for referral
		8.4	Document client consent to release relevant information to other professionals or service providers
		8.5	Provide client information to other health professionals or service providers, in accordance with medico-legal requirements and ethics related to confidentiality
		8.6	Communicate outcome of referral process to initiating practitioner and service provider, orally or in writing

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9	**Develop a management plan and seek approval of client and other parties to implement plan**	9.1	Analyse all information provided by client, health professionals or agencies, and analyse and prioritise measurements to provide the basis for the plan of action
		9.2	Formulate a plan of action and present options to the client, in consultation with carers, health professionals or agencies, where necessary
		9.3	Allocate client sufficient time to consult with other parties to make an informed decision about proposed plan of action
		9.4	Develop specifications that reflect the client needs, current medical condition and feasibility to produce footwear or orthoses
		9.5	Reach agreement with client, and other parties if necessary, regarding costs, timelines and payment schedules to implement plan of action
		9.6	Prior to commencement of any stage of the plan of action, provide client with a briefing to ensure complete understanding of processes, procedures and expected outcomes

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)
- work instructions
- oral, written and visual communication

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	• quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Medium complexity and risk foot conditions include one or more of the following:	• the client is suffering foot-related pain or discomfort • ulceration is not present • there is only a single risk factor
Risk factors include one or more of the following:	• age • systemic problems such as diabetes (insulin dependent) • haemophilia • peripheral vascular disease • neuropathy • ulcers • missing toes • lower limb amputations •
Clients include one or more of the following:	• those referred for assessment by medical or health care professionals • those making direct contact
Assessment includes one or more of the following:	• initial meeting of client and practitioner • ongoing during development of medical grade footwear and orthoses • as part of follow-up or regular client review
Need for assistance in attending assessment includes one or more of the following:	• language interpreters or other facilitators experienced in sign language or the use of communication devices used by physically or intellectually impaired people • walking aids or transport devices, such as walking sticks, frames or wheelchairs

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Assessment environment includes one or more of the following:	• on-site at workplace • in a hospital or community health care centre • at a residential aged care or disability facility • at client or carer home
Allied health professionals include one or more of the following:	• podiatrists • physiotherapists • community health nurses
Medical professionals include one or more of the following:	• general practitioners • specialist medical practitioners • surgeons • radiologists
WHS practices	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • SOPs • personal protective equipment (PPE) • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTMF4002A Conduct medical grade footwear assessments for clients with footwear-related medical conditions

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Links

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Assessment Requirements for MSTMF4002 Conduct medical grade footwear assessments for clients with footwear-related medical conditions

Modification History

Release 1. Supersedes and is equivalent to LMTMF4002A Conduct medical grade footwear assessments for clients with footwear-related medical conditions

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- communicating with clients and carers in a manner consistent with the client level of understanding of processes and procedures
- liaising and consulting with medical and allied health professionals
- conducting physical examinations of the foot and lower limbs and obtaining measurements
- performing gait analysis, including:
  - comparison to average healthy parameters
  - identification of common problems and consequences
- recording and documenting measurements and other test results
- using problem-solving approach to make decisions related to medical grade footwear or orthoses options
- developing a plan of action and management plan
- complying with the principles and standards of 'duty of care' and observing ethical standards of client confidentiality
- following up and reviewing client's progress
- performing administrative tasks associated with maintaining client records, financial record keeping, and filing and storing client's foot tracings, impressions or casts
- establishing and maintaining effective working relationships with clients, colleagues and other health and medical professionals
- identifying limitation of own knowledge and skills and making referral to more appropriate service providers, as required
- using clear, accurate and relevant oral and written communication which meets professional and ethical standards
- achieving multi-disciplinary collaboration and input, when necessary
- recognising primary accountability and responsibility for client
- applying work health and safety (WHS) policies in work operations

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- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- problem-solving approach to carry out assessments of clients with foot-related medical conditions based on an appropriate level of anatomy and physiology knowledge
- client medical condition classification system for determining medical grade footwear and orthotic options (common medical conditions include orthopaedic, vascular, neurological and degenerative)
- principles of biomechanics and kinesiology that directly influence the design and development of medical grade footwear and orthoses
- foot bones, including names, locations and functions
- foot and leg muscle groups and how they work and the effect of paralysis on muscle groups
- types of common skin injuries and the indications that, if present, require referral to another health professional
- healthy and abnormal gait patterns, the consequences of abnormal gait, including basic knowledge of lower back problems
- common surgical and physiotherapy procedures and their consequences for the provision of medical grade footwear and orthoses
- measurement techniques, including:
  - direct measurements (rulers and tape measures and representation)
  - footprints (tracing ink pressure and draw in landmarks)
  - casts (plaster impression and foam)
  - foot tracing (90, 60 and 45 degrees)
  - indirect scale - footwear scales (Brannock devices)
- shoe fittings (commercial and own), extra non-footwear measures - pressures (pressure footprints)
- measurement equipment, such as scanners, computerised and video gait pattern analysers, and other new technologies
- principles of medical grade footwear design and how they can be used to meet individual client requirements
- general and medical grade footwear construction techniques, materials and tools and equipment used
- Australian Standards or industry standards used in the construction of footwear
- follow-up and ongoing review process
- practitioner and client relationship and factors that can affect this relationship
- services provided by medical and allied health professionals
- available prefabricated footwear
- WHS and environmental aspects of enterprise production processes

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- operation of state/territory and federal government departments (e.g. Department of Veterans' Affairs) and state/territory health agencies relevant to medical grade footwear operations
- health insurance funds and reimbursement or supplementary paying schemes, including Aids and Appliances Program, Department of Veterans' Affairs, workers' compensation and Brotherhood of St Laurence
- health insurance and funding
- industry and workplace codes of practice
- multi and cross-disciplinary principles and practices
- relevant codes of practice and regulations governing other practitioners, allied health professionals and service providers
- roles, capabilities and limitations of appropriate medical and allied health professionals, other practitioners, community resources and services
- range of services capable of being supplied by other professionals and service providers
- personal, professional and medico-legal accountability
- maintenance of client and colleague confidentiality
- team and group leadership and group dynamics
- community expectations of practitioners
- documentation requirements
- conflict resolution techniques
- individual attributes and differences affecting the practitioner and client relationship, regulatory requirements, copyright obligations and codes of practice
- WHS practices, including hazard identification and control measures
- quality practices
- workplace practices
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in conducting medical grade footwear assessments, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTMF4003 Modify medical grade footwear

Modification History

Release 1. Supersedes and is equivalent to LMTMF4003A Modify medical grade footwear

Application

This unit of competency covers the skills and knowledge required to modify medical grade footwear to meet changed foot conditions.

This unit of competency applies to activities associated with maintaining or modifying medical grade footwear. The unit of competency relates to modifying and repairing footwear for medical grade applications generated by direct contact by client, referral or prescription. Significant judgement is required in planning, design, technical or supervisory activities related to products or processes.

Work is generally conducted in a small business situation. Work role may include:

- sole practitioner
- member of a team of medical grade footwear specialists
- member of an enterprise or regional health care team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Medical grade footwear

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Review medical grade footwear**	1.1	Review modification requirements and specifications to confirm required information has been provided prior to modification
		1.2	Examine footwear to determine modification specification is suitable and practical
		1.3	Communicate effectively with the client to obtain clear and precise information about problems with the footwear
2	**Determine resources required to modify or repair medical grade footwear**	2.1	Evaluate footwear modification requirements and identify solutions to solve a variety of design and modification problems
		2.2	Select compatible and durable modification techniques
		2.3	Select materials to make modifications and repairs to match medical grade footwear design requirements
		2.4	Identify any special construction details and constraints
3	**Make modifications or repairs**	3.1	Check equipment to confirm it complies with manufacturer operating instructions and use hand tools and machinery to undertake modifications
		3.2	Store and use modification and repair compounds such as glues and resins in accordance with work health and safety (WHS) practices and manufacturer guidelines
		3.3	Prepare footwear appropriately for modification
		3.4	Conduct modification to comply with specifications or requirements
4	**Finish medical grade footwear**	4.1	Review detailed information from final fitting to initiate changes to footwear if required
		4.2	Finish off, add final components and do final check of product to ensure it complies with established quality standards prior to delivery to client

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4.3 Maintain client files and complete administrative tasks

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Materials include one or more of the following:

- conventional leathers
- textiles
- plastic sheeting
- padding
- reinforcement
- sole and related materials
- fastening or closing devices, such as:
  - Velcro

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- laces
- buckles

- other items such as adhesives and threads

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- personal protective equipment (PPE)
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTMF4003A Modify medical grade footwear

Links

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Assessment Requirements for MSTMF4003 Modify medical grade footwear

Modification History

Release 1. Supersedes and is equivalent to LMTMF4003A Modify medical grade footwear

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- interpret order forms and specifications defining footwear modification requirements
- identifying any special construction details and constraints
- selecting suitable materials and techniques to modify footwear
- resolving a variety of design and modification problems
- performing a full range of standard orthopaedic footwear modifications in relation to footwear problem on at least two(2) occasions
- communicating effectively with clients
- applying work health and safety (WHS) policies in work operations
- completing a final check of product to ensure it complies with established quality standards prior to delivery to client
- maintaining client files and completing administrative tasks.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- full range of procedures to review footwear
- assessment criteria to determine modification requirements of new and old footwear (design, fit/size, structure, features, function and technical)
- full range of modification designs and their purposes in relation to footwear problems
- procedures for making modifications or repairs, including inclusion and allowance for orthoses, newness of materials and tissue tolerance
- applied anthropometrics of the foot, the variables in and effects of physical force systems (orthoses and footwear) on the body and dimensional, shape and other physical characteristics of commercial footwear
- footwear construction and standards, terminology, diagnostic and definitive constructions, modification processes, materials and tools and equipment used

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- other practitioners in the field and in major related fields, including their roles, capabilities and limitations
- WHS and environmental aspects of relevant workplace activities
- WHS practices, including hazard identification and control measures
- quality practices
- workplace practices
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in modifying medical grade footwear, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTMF4004 Select and adjust prefabricated medical grade footwear and accessories

Modification History

Release 1. Supersedes and is equivalent to LMTMF4004A Select and adjust pre-fabricated medical grade footwear and accessories

Application

This unit of competency covers the skills and knowledge required to select and adjust prefabricated medical grade footwear and accessories. Foot conditions that apply are those of low complexity and risk.

Footwear-related medical conditions covered by this unit are those that can be assisted by medical grade footwear. Discretion, initiative and judgement may be demonstrated on the job in own work, either individually or in a team environment. Work is generally conducted in a small business situation.

Work role may include that of sole practitioner or working directly with medical grade footwear practitioners, or in a retail situation. General information may be obtained from client or other parties in relation to perceived problems with the footwear.

Application of prefabricated footwear and accessories is concerned with foot-related medical conditions that cannot be assisted by footwear available from normal retail outlets.

The extent and nature of adjustments are dependent on the specifications and client requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Medical grade footwear

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Clarify assessments and prescriptions**	1.1	Check assessments, prescriptions and referrals to confirm that all required information has been provided, as required
		1.2	Consult other parties, if necessary, to clarify or provide additional information
		1.3	Refer client to other medical, health and medical grade footwear practitioners, if required
2	**Determine medical grade footwear requirements**	2.1	Discuss requirements with client or others as appropriate, and reach agreement
		2.2	Select appropriate range and style of prefabricated medical grade footwear and accessories
		2.3	Specify construction, materials and style of prefabricated medical grade footwear to match client requirements
		2.4	Order prefabricated medical grade footwear from appropriate suppliers and confirm availability within specified timelines
3	**Select medical grade footwear to match client requirements**	3.1	Select prefabricated medical grade footwear to meet client requirements
		3.2	Assess mechanical, dimensional and therapeutic factors of medical grade footwear
		3.3	Prepare job sheets and specifications defining adjustments and modifications to prefabricated footwear and accessories, as required
		3.4	Identify and confirm costs and timelines
		3.5	Determine requirements for adjustment and modification

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			of prefabricated medical grade footwear
		3.6	Use hand tools and machinery to undertake adjustments, as required
4	**Undertake modification and fit of footwear and accessories**	4.1	Arrange for fitting of prefabricated medical grade footwear and accessories
		4.2	Select and fit insoles to footwear, where required
		4.3	Make other modifications, as necessary, to the prefabricated medical grade footwear
		4.4	Conduct administrative tasks associated with the purchase and adjustment of prefabricated medical grade footwear and related accessories
		4.5	Maintain client files

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste

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	disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Footwear types and adjustments include one or more of the following:	• a range of styles and types (e.g. slip-on, court, boot, sandal and inner shoe)
	• range of adjustment:
	  • on-site: fit (e.g. stretch footwear, apply insole and adjust accessory, as required)
	  • off-site: shoe repairer

Reasons to refer client to other practitioner include one or more of the following:	• infections • open wounds, including ulcers • injuries or sprains • suspected disease • prefabricated shoe that is unlikely to attain a satisfactory outcome
Prefabricated medical grade footwear includes one or more of the following:	• footwear with additional depth and width • semi-orthopaedic footwear • post-operative shoes • ready-made • therapeutic footwear to client measurements and requirements
Accessories include one or more of the following:	• insoles • arch supports • toe buds • corn pads • bunion shields
Selection criteria for choosing medical grade footwear and accessories includes one or more of the following:	• design style: court, boot, rigid, flexible and low trim line • size: to specific benchmarks, such as width, length, toe angle and arch • structure: heel height and width, counter stability and sole flexibility

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- features: for individual needs and use, e.g. cushion sole
- function: fit, walk and stairs

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- personal protective equipment (PPE)
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTMF4004A Select and adjust pre-fabricated medical grade footwear and accessories

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTMF4004 Select and adjust prefabricated medical grade footwear and accessories

Modification History

Release 1. Supersedes and is equivalent to LMTMF4004A Select and adjust pre-fabricated medical grade footwear and accessories

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- evaluating, addressing and solving a variety of prefabricated footwear and accessory problems
- communicating effectively with the client to obtain clear and precise information about problems with the footwear
- preparing job sheets and specifications defining adjustments and modifications to prefabricated medical grade footwear and accessories, as required
- selecting and adjusting prefabricated medical grade footwear accessories, foot orthoses and semi-orthopaedic footwear and orthoses to complement footwear, on at least three (3) occasions
- conducting fittings and making appropriate adjustments to meet client needs
- conducting administrative tasks associated with the purchase and adjustment of prefabricated medical grade footwear and related accessories
- maintaining client files.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- range and characteristics of prefabricated medical grade footwear and accessories and how they can be used to meet specified footwear problems
- relative clinical, practical and other advantages and disadvantages of prefabricated footwear
- awareness of the implications of the use of stockings, bandages and orthotic devices
- awareness of gait and the implications it may have on footwear
- applied anthropometrics of the foot, the variables in and effects of physical force systems (orthotic and footwear) on the body and dimensional, shape and other physical characteristics of pre-fabricated footwear

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- assessment criteria to select prefabricated footwear and accessories, including knowledge of when referral to other practitioners is necessary
- assessment criteria to select prefabricated orthoses
- assessment criteria to determine adjustment requirements of new and existing prefabricated footwear (design, fit and size, structure, features, functional and technical)
- other practitioners in the field and in major related fields, including, roles, capabilities and limitations
- footwear construction and standards
- terminology
- diagnostic and definitive constructions
- modification processes
- materials and tools and equipment used
- full range of procedures to adjust prefabricated footwear
- limitation of own knowledge and skills and awareness of more appropriate service providers for client referral
- work health and safety (WHS) and environmental aspects of relevant workplace activities
- WHS practices, including hazard identification and control measures
- quality practices
- workplace practices
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in selecting and adjusting prefabricated medical grade footwear and accessories, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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MSTML1001 Make a simple headpiece

Modification History

Release 1. Supersedes and is equivalent to LMTML1001A Make a simple headpiece

Application

This unit of competency covers skills and knowledge required to design and make a simple headpiece or hair accessory, using a limited range of materials and trims.

Work should be conducted in a highly supervised context, such as VET in Schools, and may involve individual and team-related activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to make a simple headpiece**	2.1	Research designs for simple headpieces or hair accessories according to set criteria
		2.2	Select a design suitable for production and confirm suitability of design with supervisor
		2.3	Identify millinery materials required for chosen design
		2.4	Source materials and production resources
		2.5	Prepare workstation and equipment according to production requirements and workplace procedures
3	**Produce a simple headpiece**	3.1	Prepare headpiece foundation
		3.2	Prepare millinery materials and components
		3.3	Observe WHS practices in the use of adhesives and size
		3.4	Combine components and foundation by sewing, gluing, bonding or wiring, as required
		3.5	Trim and finish headpiece or hair accessory
4	**Complete production**	4.1	Check headpiece or hair accessory against design and production requirements
		4.2	Pack headpiece, and store or label for display, sale or transfer
		4.3	Complete production process, housekeeping and required documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling
Research includes one or more of the following:	• fashion magazines • internet • the work of national and international designers • costume and millinery collections in museums • the headwear of different countries and cultures • adaptations from other design forms
Simple headpiece or hair accessory includes one or more of the following:	• 'fascinators' • embellished headbands • embellished hair combs • embellished hair clips • embellished hair pins and slides • embellished hat pins • bandannas or scarves
Design and production requirements include one or more of the following:	• the required quantity or dimensions of the materials required for the design • the techniques required to produce the simple headpiece • the amount of time available to produce the simple

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	headpiece
Resource requirements include one or more of the following:	• the availability of specialised equipment to produce the simple headpiece • the budget allocated for sourcing of materials

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML1001A Make a simple headpiece

Links

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Assessment Requirements for MSTML1001 Make a simple headpiece

Modification History

Release 1. Supersedes and is equivalent to LMTML1001A Make a simple headpiece

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- conducting research to select appropriate designs for simple headpieces according to set criteria
- listing materials and components required for production
- identifying production requirements
- handling and manipulating a variety of millinery materials and components
- applying sewing, gluing, bonding or wiring techniques, as required, to make at least two (2) simple headpieces
- completing production and checking a simple headpiece to meet requirements
- complying with production and documentation requirements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- researching and selecting simple headpiece designs
- simple headpiece and hair accessory foundations
- hair combs
- head bands
- hair clips
- canvas shapes
- sinamay shapes
- hair slides
- hat pins
- handling requirements of selected millinery materials and components, such as:
  - millinery foundations
  - wire
  - canvas
  - sinamay

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    - felt pieces
    - straw pieces
    - braids
    - ribbons
    - beads
    - flowers
    - feathers
    - net
    - fashion fabrics
    - adhesives
    - size
    - commercial trims
- sewing, gluing, bonding or wiring techniques
- production requirements
- set criteria, such as:
    - price point or budget
    - gender
- resource requirements for production of a simple headpiece/hair accessory
- hazard identification and control measures associated with adhesives and size
- workplace procedures
- documentation requirements:
    - list and cost of materials and components
    - collating of research findings.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in making a simple headpiece, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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MSTML2001 Identify materials used in millinery

Modification History

Release 1. Supersedes and is equivalent to LMTML2001A Identify materials used in millinery

Application

This unit of competency covers the skills and knowledge required to identify materials and components used in the production of millinery.

The unit of competency applies to the production of millinery, headpieces and hair accessories.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Identify millinery materials**	1.1 Identify traditional pre-formed materials used in the production of millinery and headwear

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		1.2	Identify contemporary materials and millinery foundation and support materials
		1.3	Identify components used in the production of millinery and headwear
		1.4	Identify non-traditional materials suitable for millinery and headwear
		1.5	Identify chemical-free alternatives to adhesives and size traditionally used in millinery
		1.6	Interpret material labels and information and workplace procedures
2	**Identify the characteristics of millinery materials**	2.1	Identify and describe physical construction and composition of millinery materials
		2.2	Identify composition of the adhesives and sizing and safe handling requirements
		2.3	Identify limitations of materials for use in millinery
		2.4	Identify physical characteristics and compatibility of materials
		2.5	Identify equipment required for using millinery materials
		2.6	Identify suitability of materials to the design, function and cost requirements of millinery item

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance.

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Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • standard operating procedures (SOPs) • work instructions • personal protective equipment (PPE) • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling
Traditional pre-formed materials include one or more of the following:	• hoods • capelines • felts • straws (panama, parasisal and sisal)
Contemporary materials include one or more of the following:	• sinamay • crinoline • braids • xian • toyo • hide, skin, leather and fur
Foundation and support materials include one or more of the following:	• leno • capnet • canvas • fusing
Non-traditional materials include one or more of the following:	• recycled materials • plastics • composites
Physical construction includes one or more of the following:	• woven • non-woven • felted

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML2001A Identify materials used in millinery

Links

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Assessment Requirements for MSTML2001 Identify materials used in millinery

Modification History

Release 1. Supersedes and is equivalent to LMTML2001A Identify materials used in millinery

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- identifying a range of traditional and non-traditional materials suitable for the production of millinery
- interpreting material labels and information and workplace procedures
- describing the composition, construction and characteristics of millinery materials on at least two occasions
- identifying suitability of materials to the design, function and cost requirements of millinery items.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- the composition of materials and components used in the production of millinery items
  - natural
  - synthetic
  - man-made
  - animal
  - vegetable
  - mineral
  - chemical
- materials and components suitable for the design and production of millinery items:
  - traditional and non-traditional materials used in millinery construction
  - contemporary materials
  - foundation and support materials
  - adhesives
  - wire
  - fishing line
  - plastic tubing
  - sizing
  - canvas

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  - sinamay
  - felt pieces
  - straw pieces
  - braids
  - ribbons
  - lace
  - buttons
  - beads
  - flowers
  - feathers
  - net
  - fashion fabrics
- physical characteristics:
  - soft
  - pliable
  - hard
  - rigid
- the suitability of materials and components for use in the production of millinery items
- chemical-free alternatives to adhesives and size
- identification and control measures associated with the use of solvent-based substances (adhesives and size) in millinery
- chemical-free alternatives to the use of solvent-based adhesives and size
- limitations of millinery material.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in identifying materials used in millinery, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTML2002 Make flat patterns for millinery

Modification History

Release 1. Supersedes and is equivalent to LMTML2002A Make flat patterns for millinery

Application

This unit of competency covers the skills and knowledge required to construct flat patterns for millinery using measurements, mathematical calculations and geometry.

The unit of competency applies to the construction of flat patterns onto paper or cardboard based on taken and calculated measurements.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to make millinery patterns**	2.1	Identify pattern pieces and the measurements required for pattern
		2.2	Select model to suit design specifications
		2.3	Take measurements, make calculated measurements, document and check for accuracy
		2.4	Select manual or electronic construction method to suit pattern
		2.5	Select and prepare patternmaking tools and equipment
3	**Construct millinery pattern**	3.1	Construct patterns using millinery flat pattern construction principles
		3.2	Apply measurements and calculations to construct pattern
		3.3	Check pattern pieces for accuracy, including seam allowances, ease allowance, proportion and seam match
		3.4	Make a test toile to check that design requirements are met
		3.5	Modify or alter patterns according to results from the test toile
4	**Finalise millinery patterns**	4.1	Label pattern pieces, including grain lines, notches, pattern information and cutting instructions
		4.2	Complete pattern specification sheet according to workplace requirements and procedures
		4.3	File final patterns or pass on to the next operation
		4.4	Complete all required documentation

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Taken measurements include one or more of the following:	• head size • ear-to-ear measurements • front-to-back measurements • linear • circular
Calculated measurements include one or more of the following:	• radius • circumference • diameter • ratios • division • percentages and fractions

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Electronic methods include the following:	• use of computer-aided design (CAD) programs • electronic equipment

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML2002A Make flat patterns for millinery

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML2002 Make flat patterns for millinery

Modification History

Release 1. Supersedes and is equivalent to LMTML2002A Make flat patterns for millinery

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two occasions and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- identifying pattern pieces and measurements required for a millinery design
- taking measurements and calculating measurements using set formulae
- selecting model to suit design specifications
- using flat patternmaking and pattern construction methods to develop at least two (2) patterns for millinery
- making toile to test patterns
- producing accurate final flat patterns that meet design and size requirements
- completing pattern specification sheet
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- requirements of the design and production of millinery
- models:
  - client
  - house model
  - millinery block
  - mannequin
- tools and equipment:
  - computer-aided design (CAD) system
  - square ruler
  - compass, protractor
  - tape measure
  - French curve
  - mitre ruler
  - triangles

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    - hole punch
    - scissors
- simple mathematical calculations using set formulae
- simple geometric principles for constructing circles, squares, rectangles and angles
- millinery flat pattern construction principles:
    - circular principles
    - angular principles
    - constructing and modifying arcs
    - square blocking
    - pivoting
    - contour sectioning
    - cut and spread
- design and size requirements
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in making flat patterns for millinery, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTML2003 Produce and attach millinery trims

Modification History

Release 1. Supersedes and is equivalent to LMTML2003A Produce and attach millinery trims

Application

This unit of competency covers the skills and knowledge required to produce and attach millinery trims.

The unit of competency applies to producing and attaching decorative and functional trims for individual millinery items according to design requirements.

Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to construct trims for millinery items**	2.1	Interpret trim design and specifications for finished product
		2.2	Confirm material requirements
		2.3	Determine sequence for the production and attachment of trim
		2.4	Prepare materials by cutting, stiffening or shaping, according to design requirements
		2.5	Perform required measurements to confirm quantities and sizing of trim features
3	**Construct millinery trim**	3.1	Follow workplace procedures
		3.2	Form, sew, staple or glue trims in preparation for attachment to millinery item
		3.3	Prepare or produce trim features
4	**Finalise and check millinery trim**	4.1	Prepare adhesives and attachments
		4.2	Attach trim to millinery item, as required, to reflect design
		4.3	Check trimmed or finished article meets specifications, including safety of potentially dangerous items

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Potentially dangerous items include one or more of the following:

- wiring
- pins
- staples
- flower or trim wires
- dyes
- hat elastic

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML2003A Produce and attach millinery trims

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML2003 Produce and attach millinery trims

Modification History

Release 1. Supersedes and is equivalent to LMTML2003A Produce and attach millinery trims

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two occasions and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- using millinery trims, tools and equipment
- preparing trim components
- positioning and attaching trims to produce the required outcome on at least two (2) millinery items
- maintaining accurate records
- recognising non-conforming outcomes
- checking trimmed or finished article meets specifications, including safety of potentially dangerous items
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- millinery processes and equipment
- the composition of materials and components used in the production of millinery items:
  - natural
  - synthetic
  - man-made
  - animal
  - vegetable
  - mineral
  - chemical
- materials and components suitable for the design and production of millinery items:
  - traditional and non-traditional materials used in millinery construction
  - contemporary materials
  - foundation and support materials
  - adhesives

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    - wire
    - fishing line
    - plastic tubing
    - sizing
    - canvas
    - sinamay
    - felt pieces
    - straw pieces
    - braids
    - ribbons
    - lace
    - buttons
    - beads
    - flowers
    - feathers
    - net
    - fashion fabrics
- physical characteristics:
    - soft
    - pliable
    - hard
    - rigid
- trims, including fabric types, variety, their application and attachment methods:
    - ribbon
    - braid
    - fabric
    - flowers
    - badges
    - buttons
    - studs
    - eyelets
    - fastenings
    - elastic
    - cords
    - feathers
- inspection and checking procedures
- quality standards and practices
- workplace procedures.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in producing and attaching millinery trims, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTML2004 Produce felt for millinery

Modification History

Release 1. Supersedes and is equivalent to LMTML2004A Produce felt

Application

This unit of competency covers the skills and knowledge required to produce felt suitable for millinery.

The unit of competency applies to the selection and preparation of fibres for making felt to use in millinery.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to produce felt for millinery**	2.1	Determine design and production requirements
		2.2	Consider use of new or recycled fibres or traditional fibres and select fibres appropriate for the production of felt
		2.3	Check fibres for quality and characteristics according to production requirements
		2.4	Identify and follow workplace procedures, including safe handling and processing of fibres, associated dyes and detergents
		2.5	Prepare suitable work area, materials and equipment, and resource requirements
3	**Prepare fibres for felt production**	3.1	Wash and dye fibres according to design and production requirements
		3.2	Card and comb fibres and dry fibres, as required
		3.3	Transfer fibres to area for next process
4	**Undertake felting process**	4.1	Place and layer fibres, alternating direction with each layer
		4.2	Place fibres onto a suitable frame or surface to be saturated with soapy water and agitated
		4.3	Remove fibres from frame or surface, hand rub and shrink as required
		4.4	Dry fibres in preparation for blocking and shaping
		4.5	Repeat wash if the felting is unsuccessful

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5	**Finalise felting process**	5.1	Check felt against design and production requirements
		5.2	Transfer felt to appropriate area for next process or pack and store
		5.3	Dispose of all waste, and complete housekeeping and required documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Felting resource requirements include one or more of the following:	• well-ventilated and lit work area • access to hot and cold water • facilities and equipment for cutting • equipment for combing and carding • facilities and equipment for washing, and using

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	chemicals and dyes • facilities and equipment for drying • appropriate dye stuffs and chemicals • PPE • specification information
Felting materials and equipment include one or more of the following:	• washing equipment • soaking equipment • detergents and scourers • cards and combs • dyes • frames • drying machine • PPE

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML2004A Produce felt

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML2004 Produce felt for millinery

Modification History

Release 1. Supersedes and is equivalent to LMTML2004A Produce felt

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- interpreting felt design and production requirements
- selecting appropriate fibres
- conducting felt production and dyeing activities on at least two (2) occasions
- producing felt to design and production requirements on at least two (2) occasions
- applying workplace procedures
- disposing of all waste, and completing housekeeping and required documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- design and production requirements for the use of felt in millinery:
  - customer specifications
  - cost
  - quantity
  - quality
  - colour
  - tools and equipment
  - specific expertise
  - raw materials
- new, recycled or traditional fibres appropriate for the production of felt:
  - natural
  - synthetic
  - man-made
  - animal
  - vegetable
- quality and characteristics of various fibres used in the production of felt

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- handling requirements for the preparation of fibres
- resource requirements for the preparation of fibres and the production of felt
- practices for packing, labelling and storing prepared fibres and finished felt
- types of frames or equipment suitable for the production of felt:
  - wooden
  - metal
  - plastic
- requirements for rubbing and matting fibres for felt production
- housekeeping requirements of the workplace
- documentation requirements relevant to the production of felt:
  - batch number and date
  - record of preparation and production techniques used
  - customer order information
  - requirements for next stage of production
  - dye recipe
- practices for recording and reporting
- workplace procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in producing felt for millinery, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTML2005 Place and cut millinery patterns

Modification History

Release 1. Supersedes and is equivalent to LMTML2005A Place and cut millinery patterns

Application

This unit of competency covers the skills and knowledge required to place and cut millinery patterns from millinery materials.

The unit of competency applies to selecting and using patterns, shapes or templates to cut millinery materials. Millinery materials include millinery fabrications, and cutting equipment will vary according to the requirements of the millinery item.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to cut millinery patterns**	2.1	Select and prepare tools, equipment and work area according to workplace procedures
		2.2	Select and prepare millinery patterns and materials
		2.3	Check patterns and materials against specifications and quality standards
		2.4	Identify special placement and cutting requirements of materials
3	**Lay out millinery materials and patterns**	3.1	Lay out a single ply of materials in accordance with specifications and placement and cutting requirements
		3.2	Lay out multiple plies of materials in accordance with specifications and placement and cutting requirements
		3.3	Manipulate patterns according to specifications
		3.4	Transfer pattern shapes to material ready for cutting
4	**Cut out millinery shapes and finalise work**	4.1	Cut material using cutting equipment suited to the requirements of the millinery item
		4.2	Cut straight lines, curves and angles accurately and smoothly
		4.3	Inspect cut pieces for quality and rectify cutting faults

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Selected and checked includes one or more of the following:

- collating pieces
- checking for completeness
- interpreting labelling
- interpreting markings
- identifying notches
- interpreting cutting instructions

Quality standards include one or more of the following:

- fabric faults
- smooth cutting
- notches cut
- correct grain
- shapes match
- nap correct

Special placement and cutting requirements include one or more of the following:

- handling
- directional (nap, grain and irregularities in thickness and colour of fabrication)
- stretch and stability
- print placement and matching

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML2005A Place and cut millinery patterns

Links

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Assessment Requirements for MSTML2005 Place and cut millinery patterns

Modification History

Release 1. Supersedes and is equivalent to LMTML2005A Place and cut millinery patterns

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- selecting and identifying millinery patterns, shapes and templates
- selecting appropriate millinery materials and fabrications
- laying out millinery materials and fabrications in accordance with specifications and placement and cutting requirements
- placing patterns and templates on millinery materials and fabrications on at least two (2) occasions
- cutting straight lines, concave and convex curves, obtuse and acute angles, on at least two (2) occasions, according to requirements
- recognising and rectifying cutting faults to satisfy quality standards.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- range of millinery materials, fabrications and their characteristics:
  - linings
  - millinery fabrications
  - foundation fabrics
  - flat materials
  - moulded materials
  - interlinings and interfacings
  - woven
  - non-woven
  - knitted
  - trimming materials
  - single ply
  - multiple plies
  - given specifications

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- pattern shapes for millinery
- tools and equipment used in millinery patternmaking:
  - pins
  - marking pencil or pen
  - fabric weights
- millinery pattern specification sheets
- manipulation:
  - grain
  - matching material pattern
  - nap
  - efficient yield
- placing patterns on material to meet specifications and requirements:
  - pinning
  - outlining
  - using pattern weights
- using cutting equipment:
  - scissors
  - roller blade cutter
  - Stanley knife
  - electric cutter
  - cutting mat
- workplace procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in placing and cutting millinery patterns, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTML2006 Make millinery with flat pattern components

Modification History

Release 1. Supersedes and is equivalent to LMTML2010A Make millinery with flat pattern components

Application

This unit of competency covers the skills and knowledge required to perform the tasks associated with making or copying millinery from a flat pattern.

The unit of competency applies to making millinery using flat pattern components. It involves the use of non-critical fabrics, including natural and synthetic materials.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to make millinery**	2.1	Confirm pattern requirements and identify construction requirements
		2.2	Prepare materials for millinery product
		2.3	Check pattern to confirm sizing and make minor adjustments to the pattern, where required
		2.4	Check fabric or material for faults to ensure conformance to standards
		2.5	Lay up fabric or material for cutting, as required
3	**Cut material or fabric to pattern**	3.1	Select cutting tools and equipment appropriate for the fabric
		3.2	Cut laid-up material or fabric to meet the pattern specifications
		3.3	Inspect cut work to ensure it conforms to work specification
		3.4	Rectify and report faults, where required
4	**Fuse and sew millinery**	4.1	Match millinery pieces and sew or fuse to meet the requirements of the pattern specifications
		4.2	Assess millinery machine operation in accordance with workplace procedures
		4.3	Inspect sewn or fused pieces to confirm quality and conformance to specifications
		4.4	Identify faults and take appropriate action to meet quality standards
		4.5	Undertake recording and reporting, as required,

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according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Fabric or materials include one or more of the following:	• their application in millinery manufacture • composition • effects of temperature and steam • non-critical fabrics • natural materials • synthetic materials
Millinery machines and equipment include one or more of the following:	• standard sewing machine • overlocker • seamer

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- iron
- press
- hot glue gun
- scissors
- measuring tools

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML2010A Make millinery with flat pattern components

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML2006 Make millinery with flat pattern components

Modification History

Release 1. Supersedes and is equivalent to LMTML2010A Make millinery with flat pattern components

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- confirming pattern requirements and identifying construction requirements
- preparing and handling millinery materials
- safely using cutting implements and sewing machines
- using patterns to set out and cut materials on at least two (2) occasions
- checking and adjusting pattern as required to meet requirements
- matching millinery pieces and sewing or fusing to meet the requirements of the pattern specifications on at least two (2) occasions
- identifying faults, non-conforming materials or components and making required adjustments to meet quality standards
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- industry and product processes and equipment
- materials and their application in millinery manufacture, including their composition and effects of temperature and steam:
  - non-critical fabrics
  - natural materials
  - synthetic materials
- pattern sizing and adjustment
- machine operation
- inspection and checking procedures
- quality standards
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in making millinery with flat pattern components, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTML2007 Block and shape millinery by hand

Modification History

Release 1. Supersedes and is equivalent to LMTML2007A Block and shape millinery by hand

Application

This unit of competency covers the skills and knowledge required to perform blocking and shaping processes of millinery by hand. It includes selecting and, where applicable, modifying the block.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to block and shape millinery by hand**	2.1	Confirm blocking and shaping requirements to ensure correct design application
		2.2	Assemble and prepare selected materials ready for preparation process
		2.3	Select block to suit design
		2.4	Adapt block, where necessary, to ensure correct application
3	**Block millinery**	3.1	Prepare fibre or material and process over steam vent ensuring safe processes are followed
		3.2	Pre-block hood to pre-stretch the fibres, if required
		3.3	Perform final blocking to shape the secondary components, including brim, collar line or to obtain particular indentation
		3.4	Allow hood to dry on the block, either naturally or by artificial means
		3.5	Add stiffening to the hat, where required, before being removed

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of

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the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Block machines and equipment include one or more of the following:	• block • steamer • pins • cord • hot block • iron • hat stretcher • cutting tools

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML2007A Block and shape millinery by hand

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML2007 Block and shape millinery by hand

Modification History

Release 1. Supersedes and is equivalent to LMTML2007A Block and shape millinery by hand

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- confirming blocking and shaping requirements to ensure correct design application
- assembling and preparing selected materials ready for preparation process
- selecting appropriate block and adapting, if required, to meet requirements
- preparing fibre or material and processing over steam vent and ensuring safe processes are followed, on at least two (2) occasions
- operating machines or equipment, including steam equipment, used within the enterprise, on at least two (2) occasions
- pre-blocking hood to pre-stretching the fibres, if required
- performing final blocking to shape the secondary components, including brim, collar line or to obtain particular indentation on at least two (2) occasions
- allowing hood to dry on the block, either naturally or by artificial means
- adding stiffening to the hat, where required.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- industry and product processes and equipment
- manual use of blocks
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in blocking and shaping millinery by hand, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
-

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTML2008 Assemble simple blocked millinery components

Modification History

Release 1. Supersedes and is equivalent to LMTML2008A Assemble simple blocked millinery components

Application

This unit of competency covers the skills and knowledge required to prepare and assemble blocked millinery components.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under some supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs

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		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to assemble components**	2.1	Confirm requirements for assembling headwear components
		2.2	identify and obtain millinery components to be used
		2.3	Pin, tack or otherwise prepare components for assembly
3	**Assemble millinery components**	3.1	Sew or glue millinery components together by hand or machine to meet design requirements
		3.2	Inspect assembled components to ensure work meets workplace procedures and quality standards
		3.3	Identify non-conformance to standards and rectify, as required
		3.4	Report and record faults according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE

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	• oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Millinery components include one or more of the following:	• woven straw • straw braid • fabrics • fur • skin • fel
Machines and equipment include one or more of the following:	• standard sewing machine • overlocker • hot glue gun • wiring machine • iron • steamer

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML2008A Assemble simple blocked millinery components

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML2008 Assemble simple blocked millinery components

Modification History

Release 1. Supersedes and is equivalent to LMTML2008A Assemble simple blocked millinery components

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- confirming requirements for assembling headwear components
- obtaining the millinery components to be used
- preparing components and materials for assembly
- pin, tack or otherwise prepare components for assembly
- selecting and using a variety of attachment methods
- sewing at least two (2) millinery components by hand or machine or glue together to meet design requirements
- inspecting assembled components to ensure work meets workplace procedures and quality standards
- operating machines and equipment safely, including heat and steam equipment used within the enterprise, on at least two (2) occasions
- recognising faults or non-conforming outcomes and rectifying as required
- applying workplace procedures
- recording and reporting outcomes.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- industry and product processes and equipment
- materials and their application in millinery manufacture, including their composition and effects of temperature and steam
- blocked millinery components:
  - woven straw
  - straw braid
  - fabrics
  - fur
  - skin

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- felt
- assembly or attachment methods:
  - hand sew
  - machine sew
  - glue
  - fuse
- inspection and checking procedures
- workplace procedures
- reporting and recording practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in assembling simple blocked millinery components, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTML2009 Apply millinery sewing and adhesion techniques

Modification History

Release 1. Supersedes and is equivalent to LMTML2009A Apply millinery sewing and adhesion techniques

Application

This unit of competency covers the skills and knowledge required to select and apply appropriate sewing and adhesion techniques to millinery construction and finishing processes.

The unit of competency applies to identifying and applying a variety of hand sewing techniques used in millinery for joining, attaching components, attaching trims and finishing processes, and the safe use of millinery adhesives where appropriate.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 **Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to apply hand sewing and adhesion techniques**	2.1	Identify hand sewing techniques and millinery adhesives, and their application processes to millinery design and construction
		2.2	Select threads and needles for the millinery application
		2.3	Apply sewing techniques to millinery materials and components
		2.4	Select adhesives that are compatible to the millinery materials and millinery application
		2.5	Follow manufacturer instructions for the use and application of adhesives
3	**Use sewing and adhesion techniques to finish millinery**	3.1	Select sewing or adhesion techniques according to finishing requirements of millinery design
		3.2	Prepare millinery components for finishing.
		3.3	Finish millinery for presentation or despatch

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Hand sewing techniques include one or more of the following:

- buttonhole stitch
- backstitch
- tacking
- straight hemming
- slip stitch
- stab stitch
- darning
- diagonal basting
- lacing stitch
- glove-stitch
- catch stitch

Millinery application processes include one or more of the following:

- attaching wire
- brim edge-finishing
- applying linings
- applying head ribbons
- joining leather, felt and canvas
- attaching trims
- attaching labels
- adhesion techniques where hand sewing cannot be used effectively

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Compatible includes one or more of the following:

- interpreting manufacturer advice on the chemical composition of the adhesive in order to determine the suitability of the adhesive to the millinery materials and the purpose for which it needs to be applied
- testing the adhesive on a sample of the millinery materials to which it is to be applied

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML2009A Apply millinery sewing and adhesion techniques

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML2009 Apply millinery sewing and adhesion techniques

Modification History

Release 1. Supersedes and is equivalent to LMTML2009A Apply millinery sewing and adhesion techniques

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, manufacturer instructions
- selecting and applying appropriate millinery hand sewing techniques according to the needs of the design on at least two (2) occasions
- selecting and using millinery adhesives according to manufacturer instructions and workplace procedures on at least two (2) occasions
- testing compatibility and suitability of millinery adhesives to millinery materials
- following manufacturer instructions for the use and application of millinery adhesives
- finishing millinery using appropriate millinery hand sewing and adhesion for presentation or despatch.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- millinery hand sewing techniques:
  - buttonhole stitch
  - backstitch
  - tacking
  - straight hemming
  - slip stitch
  - stab stitch
  - darning
  - diagonal basting
  - lacing stitch
  - glove-stitch
- millinery adhesives
- millinery application processes:
  - attaching wire

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    - brim edge-finishing
    - applying linings
    - applying head ribbons
    - joining leather, felt and canvas
    - attaching trims
    - attaching labels
    - adhesion techniques where hand sewing cannot be used effectively
- threads and needles used in hand sewing for millinery
- hazard identification and control measures associated with using and storing millinery adhesives
- finish procedures:
    - attaching labels and tags
    - adjusting the positioning of trims
    - attaching trims
- workplace procedures.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in applying millinery sewing and adhesion techniques, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTML3001 Make flat patterns from hat blocks

Modification History

Release 1. Supersedes and is equivalent to LMTML3001A Make flat patterns from hat blocks

Application

This unit of competency covers the skills and knowledge required to make flat patterns from hat blocks.

The unit of competency applies to interpreting a millinery design or rough millinery sketch, selecting a block suitable for the design or sketch, and developing flat patterns by directly using the 3-D hat block.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTML2002 Make flat patterns for millinery

MSTML2007 Block and shape millinery by hand

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to make flat patterns from hat blocks**	2.1	Set up workstation according to workplace procedures and select millinery tools and equipment
		2.2	Analyse design information and interpret specifications to identify component shapes of the millinery item
		2.3	Determine hat blocks needed to achieve the crown and brim shapes of the design
		2.4	Select hat blocks according to design and head size
		2.5	Prepare hat blocks
		2.6	Select and prepare medium to be used for making the patterns
3	**Develop and test millinery patterns**	3.1	Apply medium to hat blocks
		3.2	Mark millinery design lines onto pattern medium according to specifications of millinery design
		3.3	Check design proportions in relation to millinery design and placement of the hat on the head
		3.4	Cut first patterns by applying patternmaking techniques for millinery
		3.5	Test and check patterns by making a mock-up or toile in paper or other millinery foundation material
		3.6	Make full patterns suitable for single layer cutting or the hat

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4	**Finalise patterns**	4.1	Adjust patterns, where necessary, to comply with design and size
		4.2	Finalise patterns and add cutting instruction, grainline and notches
		4.3	Check patterns against quality criteria and workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Medium includes one or more of the following:

- paper that is cut and spread or lapped to fit the 3-D shape of the hat block
- buckram that is moistened, blocked and dried on the hat block ready for marking the design lines onto the 3-D shape
- leno used as buckram

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- vylene used as paper
- adhesive paper tape that is layered over plastic cling-film already covering the hat block

Checking patterns includes :

- accuracy of patterns
- proportion
- shape
- head size and fit
- ease and comfort
- placement on head (front view, back view, left and right profiles)
- suitability of chosen millinery materials and fabrications

Finalising patterns includes :

- transferring patterns to final paper format
- adding and checking seam allowances
- labelling
- markings
- cutting instructions
- notches
- meeting quality criteria, such as:
  - checking seam lengths
  - accurate measurements
  - specifications

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML3001A Make flat patterns from hat blocks

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML3001 Make flat patterns from hat blocks

Modification History

Release 1. Supersedes and is equivalent to LMTML3001A Make flat patterns from hat blocks

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- interpreting design sketch or illustration, analysing design information and interpreting specifications to identify component shapes of the millinery item
- determining and preparing suitable blocks to meet design and head size
- marking millinery design lines onto pattern medium according to specifications of millinery design
- using millinery tools and equipment to cut first patterns
- developing mock-up to test patterns using techniques according to workplace procedures
- adjusting patterns, where necessary, to comply with design and size
- finalising at least two (2) patterns and adding cutting instruction, grain line and notches
- checking patterns against quality criteria and workplace procedures.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- interpreting design sketch or illustration, analysing design information and interpreting specifications to identify component shapes of the millinery item
- determining and preparing suitable blocks to meet design and head size
- marking millinery design lines onto pattern medium according to specifications of millinery design
- using millinery tools and equipment to cut first patterns
- developing mock-up to test patterns using techniques according to workplace procedures
- adjusting patterns, where necessary, to comply with design and size
- finalising at least two (2) patterns and adding cutting instruction, grain line and notches
- checking patterns against quality criteria and workplace procedures.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in making flat patterns from hat blocks, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTML3002 Block and shape complex millinery

Modification History

Release 1. Supersedes and is equivalent to LMTML3002A Block and shape complex millinery

Application

This unit of competency covers the skills and knowledge required to block and shape complex millinery shapes using millinery materials and hat blocks.

The unit of competency applies to selecting brim and crown hat blocks appropriate to the complex millinery shape and design, and using manual moulding and shaping operations to block the shapes in suitable millinery materials.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTML2007 Block and shape millinery by hand

MSTML3004 Identify performance and handling requirements of millinery materials

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to block and shape complex millinery**	2.1	Analyse the shapes evident in the millinery design
		2.2	Examine crown and brim shapes of millinery design
		2.3	Identify other shapes and secondary components that will need to be blocked
		2.4	Select millinery materials compatible with design and shapes to be blocked
		2.5	Select covering and foundation materials for crown and brim
		2.6	Select covering and foundation materials for blocked secondary components
3	**Select and prepare block**	3.1	Select block to suit design, shapes and materials to be used
		3.2	Check for compatibility if several blocks are to be used for the one design
		3.3	Clean and prepare hat blocks
		3.4	Prepare millinery materials for blocking and shaping processes
4	**Block the complex shapes by hand**	4.1	Perform initial and final blocking and shaping by hand
		4.2	Dry block and shape pieces or set on the hat blocks
		4.3	Add stiffening to the blocked shapes, where required,

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according to the performance characteristics of the millinery materials

4.4 Conduct work according to workplace procedures

4.5 Prepare blocked shapes for the next step in the millinery production process

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Complex shapes include one or more of the following:

- a combination of unusual and contrasting shapes
- intricate and complex silhouette
- 3-D shapes
- 2-D shapes
- harmonious shapes
- contrasting shapes

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	• concave shapes • convex shapes • curvilinear shapes • combinations of shapes
Prepare millinery materials includes one or more of the following:	• confirming the selection of materials according to the design • confirming that selected materials are suited to the blocking and shaping process • cutting materials to a manageable size, if required • identifying handling and performance characteristics of the millinery materials • steaming and/or moistening the materials according to identified handling and performance characteristics of the materials

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML3002A Block and shape complex millinery

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML3002 Block and shape complex millinery

Modification History

Release 1. Supersedes and is equivalent to LMTML3002A Block and shape complex millinery

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- analysing a millinery design to determine crown and brim shapes and shapes of other components
- assessing suitability of millinery materials and components to the blocking and shaping operations required of the millinery design
- identifying performance characteristics and handling of the selected millinery materials and components
- preparing and manipulating traditional and non-traditional millinery materials to produce required shapes using hat blocks
- using manual initial and final blocking and shaping techniques with hat blocks to achieve at least two (2) complex millinery shapes
- finalising complex blocked shapes for millinery with an intricate and complex silhouette on at least two (2) occasions
- preparing blocked shapes for the next step in the millinery production process
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- the performance characteristics and handling of millinery materials
- industry and product processes and equipment
- preparation of hat blocks:
  - modifying the shape or head size of existing blocks
  - cleaning and removing any unwanted previous markings
  - applying a protective covering to the hat block
  - selecting a spinner or stand for the hat block
- environmental aspects associated with the use of millinery solvents and adhesives
- measures associated with the use of millinery solvents and adhesives

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- performance characteristics and handling of the selected millinery materials and components
- complex millinery shapes:
  - a combination of unusual and contrasting shapes
  - intricate and complex silhouette
  - 3-D shapes
  - 2-D shapes
  - harmonious shapes
  - contrasting shapes
  - concave shapes
  - convex shapes
  - curvilinear shapes
  - combinations of shapes
- blocked secondary components:
  - trims
  - functional extensions (e.g. collars)
  - aesthetic extensions
- suitability of millinery materials and components to the blocking and shaping operations required of the millinery design
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in blocking and shaping complex millinery, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTML3003 Make millinery using patterns derived from hat block

Modification History

Release 1.1. Data entry errors re listed prerequisites corrected - MSTCL2001 replaced with MSTFD2006. Prerequisites attached to MSTML3001 included in list. Equivalent.

Release 1. Supersedes and is equivalent to LMTML3003A Make millinery using patterns derived from hat block

Application

This unit of competency covers the skills and knowledge required to place flat patterns derived from a hat block, onto millinery material, cut out and make the millinery.

The unit of competency applies to situations where the cutting and making of the millinery item will be from a set of patterns that have been developed for a one-off item of model millinery.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTFD2006 Use a sewing machine for fashion design

MSTML3001 Make flat patterns from hat blocks

MSTML2002 Make flat patterns for millinery

MSTML2005 Place and cut millinery patterns

MSTML2007 Block and shape millinery by hand

Competency Field

Millinery

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to make millinery**	2.1	Select and prepare millinery tools, equipment and work area according to workplace procedures
		2.2	Select and collate patterns and materials or fabrications, according to specifications
		2.3	Collect materials and fabrications and check for quality, width and pressing and steaming requirements
		2.4	Confirm cutting requirements with design specification and pattern information
3	**Place millinery patterns and cut out pattern shapes**	3.1	Spread materials or fabrications single layer, and adjust according to pattern requirements
		3.2	Check materials or fabrications for faults and take required action to eliminate or isolate faults
		3.3	Place full patterns on materials or fabrications according to specifications, ensuring that left and right side patterns are according to requirements of an asymmetric design, if relevant
		3.4	Mark pattern shapes on materials and fabrications according to requirements of the material and job

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		3.5	Cut materials and fabrications using cutting equipment in accordance with requirements for the operation
		3.6	Inspect cut work, identify any faults and take appropriate action to ensure the cut pieces meet the required quality standards
4	**Assemble and finish millinery**	4.1	Plan assembly process and lay out work pieces in sequence
		4.2	Set up machinery for assembly process and operate in accordance with type of operation, fabric and workplace procedures
		4.3	Join cut pieces together in accordance with work plan and quality standards, and reject or correct faults
		4.4	Block and mould sewn millinery and size according to specifications
		4.5	Trim millinery according to design requirements.
		4.6	Apply labels and complete records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE

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- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Patterns include the following:

- flat patterns
- a full set of patterns to be cut single layer

Materials or fabrications include one or more of the following:

- traditional and non-traditional millinery material
- pre-formed and flat
- linings
- interlinings
- interfacings
- natural, synthetic and composite
- woven, non-woven and knitted

Placing full patterns includes one or more of the following:

- considering material grain, stretch, nap, texture, print, irregularities and efficient usage
- identifying right and left side patterns for asymmetric designs
- identifying reverse side and face side of materials or fabrications for placement of pattern pieces
- placing each pattern on a single layer of material or fabrication
- identifying the correct fabric for each pattern piece where multiple materials or fabrications are to used in the one millinery item

Marking pattern shapes includes one or more of the following:

- attaching patterns to materials or fabrications using pins or tacks
- outlining patterns on materials or fabrications using chalk or pencil

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Unit Mapping Information

Release 1.1. Data entry errors re listed prerequisites corrected - MSTCL2001 replaced with MSTFD2006. Prerequisites attached to MSTML3001 included in list. Equivalent.

Release 1. Supersedes and is equivalent to LMTML3003A Make millinery using patterns derived from hat block

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML3003 Make millinery using patterns derived from hat block

Modification History

Release 1.1. Data entry errors re listed prerequisites corrected - MSTCL2001 replaced with MSTFD2006. Prerequisites attached to MSTML3001 included in list. Equivalent.

Release 1. Supersedes and is equivalent to LMTML3003A Make millinery using patterns derived from hat block

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- selecting and preparing pattern and materials or fabrications according to specifications
- collecting materials and fabrications and checking for quality, width, and pressing and steaming requirements
- confirming cutting requirements with design specification and pattern information
- marking pattern shapes on materials and fabrications according to requirements of the material and job
- cutting out materials or fabrications
- preparing and using sewing machinery
- assembling cut pieces for at least two (2) millinery items according to plan
- finishing at least two (2) millinery with trims and labels according to specifications
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- specifications:
  - material
  - quantity
  - machinery type
  - design
- millinery tools and equipment:
  - pins
  - marker pens and pencils

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  - tape measure
  - wire
  - fabric weights
  - hat blocks
  - steaming equipment
  - tape and cord
  - needles
  - thread
- shapes, labelling and markings for millinery patterns
- cutting tools and equipment:
  - dressmakers shears
  - electric cutters or blades
  - roller blade
  - Stanley knives
- sewing machinery:
  - lockstitch
  - zigzag
  - leather sewer
  - special attachments
- quality procedures
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in making millinery using patterns derived from hat block, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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MSTML3004 Identify performance and handling requirements of millinery materials

Modification History

Release 1. Supersedes and is equivalent to LMTML3004A Identify performance and handling requirements of millinery materials

Application

This unit of competency covers the skills and knowledge required to identify performance and handling requirements of traditional and non-traditional millinery materials.

The unit of competency applies to materials used in the production of millinery and the skills and knowledge required to guide the selection of millinery material suitable to various millinery applications.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTML2001 Identify materials used in millinery

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to assess performance and handling requirements**	2.1	Identify the structure and composition of traditional and non-traditional millinery materials
		2.2	Identify and describe key performance characteristics of traditional and non-traditional millinery materials.
		2.3	Identify labelling requirements according to Australian Standards
3	**Identify performance characteristics of millinery materials**	3.1	Conduct performance testing of traditional and non-traditional millinery materials
		3.2	Identify common problems and faults of materials
		3.3	Identify material quality using established quality indicators and test fabric performance
		3.4	Use performance characteristics to describe appropriate uses of millinery materials
4	**Identify handling requirements of millinery materials**	4.1	Identify material finishes and implications for handling
		4.2	Identify care and cleaning requirements
		4.3	Identify compatibility of materials or combined applications
		4.4	Identify implications for millinery construction

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling
Performance characteristics include two or more of the following:	• abrasion • wearability • absorbency • durability • elasticity • heat sensitivity • colour fastness • strength

Performance testing includes one or more of the following:	• testing to meet established outcomes for traditional millinery materials in accordance to site policies and procedures:
	  • light
	  • heat

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	• steam • application of adhesives • application of size (stiffener) • strength • drape ability • resilience
Quality indicators include one or more of the following:	• finish • composition • structure • weight • density or evenness of density • even print or dye colour • resilience • suitability or workability for application • grain • texture
Compatibility of materials and implications for millinery construction include one or more of the following:	• identifying if the composition of the millinery materials causes limitations to usage or application • identifying if the structure of the millinery materials causes limitations to usage or application

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML3004A Identify performance and handling requirements of millinery materials

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML3004 Identify performance and handling requirements of millinery materials

Modification History

Release 1. Supersedes and is equivalent to LMTML3004A Identify performance and handling requirements of millinery materials

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures and safe work practices and other reference material
- identifying the structure and composition of traditional and non-traditional millinery materials
- identifying common problems and faults of materials
- identifying material quality using established quality indicators and testing fabric performance
- conducting performance testing of millinery materials on at least two (2) occasions
- testing and identifying at least two (2) performance characteristics of traditional and non-traditional millinery materials
- identifying quality indicators of millinery materials
- using performance characteristics to describe appropriate uses of millinery materials
- identifying material finishes and implications for handling, care, cleaning and construction for at least two (2) types of millinery materials.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- traditional and non-traditional millinery materials:
  - woven and non-woven materials
  - natural and synthetic materials
  - flat or moulded materials
  - composite materials
  - foundation materials
  - linings
  - covering fabrics
  - trims
  - components (wire, ribbon and feathers)

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- performance characteristics of millinery materials:
  - abrasion
  - wearability
  - absorbency
  - durability
  - elasticity
  - heat sensitivity
  - colour fastness
  - strength
- handling requirements of millinery materials
- care and cleaning of millinery materials
- finishes:
  - colouration
  - brushing
  - sizing
  - decorative surface finishes for aesthetics
  - floating threads or fibres
- quality practices
- relevant Australian Standards
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in identifying performance and handling requirements of millinery materials, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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MSTML3005 Assemble complex blocked millinery components

Modification History

Release 1. Supersedes and is equivalent to LMTML3006A Assemble complex blocked millinery components

Application

This unit of competency covers the skills and knowledge required to assemble complex blocked millinery shapes and components that require the selection and application of advanced millinery assembly and construction techniques.

The unit of competency applies to assembling combinations of complex blocked millinery shapes, such as hand-blocked crown and brim shapes, resulting in unique millinery with an intricate silhouette.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTML3002 Block and shape complex millinery

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to assemble complex blocked millinery components**	2.1	Relate blocked primary and secondary components to design specification
		2.2	Collate blocked components and adjust according to design of unusual and contrasting blocked shapes
		2.3	Perform adjustments to each component by trimming or adding extensions
		2.4	Select construction components and millinery assembly techniques according to the design and handling characteristics of the millinery materials, components, trims and the requirements of the design
		2.5	Plan sequence of operations
3	**Assemble and trim blocked components**	3.1	Pin components, tack or otherwise ready items to assemble
		3.2	Apply millinery hand sewing or machine construction techniques to assemble components
		3.3	Inspect assembled components to ensure desired proportion and conformance with design specification
		3.4	Apply functional and aesthetic trims to the millinery according to the design and specification
4	**Finish millinery and maintain records**	4.1	Steam, brush or mould the final shape
		4.2	Attach labels and tags
		4.3	Select and apply techniques to finish the millinery for

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presentation or despatch

4.4 Maintain finished millinery and conformance records and reports

4.5 Photograph finished millinery for recording purposes

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Primary and secondary components include the following:

- crown
- brim
- collar and extension
- sideband
- tip
- lining
- headband

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	• trim
Collated and adjusted proportion includes one or more of the following:	• temporarily assembling by pinning or tacking all components to check compliance with design • temporarily assembling by pinning or tacking all components to check proportion on client, house model or visual merchandising prop

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML3006A Assemble complex blocked millinery components

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML3005 Assemble complex blocked millinery components

Modification History

Release 1. Supersedes and is equivalent to LMTML3006A Assemble complex blocked millinery components

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- interpreting design specification for handling and assembling complex blocked millinery shapes
- selecting and applying appropriate millinery assembly techniques to combinations of unusual and contrasting blocked shapes
- selecting construction components and millinery assembly techniques according to the design and handling characteristics of the millinery materials, components, trims and the requirements of the design
- applying millinery hand sewing or machine construction techniques to assemble components and apply trims for at least two (2) complex millinery items
- inspecting assembled components to ensure desired proportion and conformance with design specification
- applying functional and aesthetic trims to the millinery according to the design and specification
- maintaining the integrity of the millinery design when assembling complex blocked millinery components
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- performance characteristics and handling of hand-blocked millinery materials and components
- millinery hand sewing and machine sewing assembly techniques
- construction components
- advanced construction and assembly techniques
- millinery adhesion techniques
- millinery trimming and finishing techniques

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- measures associated with the use and storage of solvent-based millinery adhesives and stiffeners
- finishing processes:
  - steam, brush or mould the final shape
  - attaching labels and tags
  - techniques to finish the millinery for presentation or despatch
  - maintaining finished millinery and conformance records and reports
  - photographing finished work
  - preparing for storage, display or despatch
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in assembling complex blocked millinery components, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTML4001 Undertake specific millinery construction techniques

Modification History

Release 1. Supersedes and is equivalent to LMTML4001A Undertake specific millinery construction techniques

Application

This unit of competency covers the skills and knowledge required for specific millinery construction using wire, blocks, less common materials and shapes, and a range of joining techniques to develop fashion hats and headwear.

The unit of competency applies to a range of construction techniques using common and uncommon materials. It encompasses general millinery construction techniques. Work requires individuals to demonstrate discretion, judgement and problem-solving skills in the construction of millinery items.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to undertake specific millinery construction techniques**	2.1	Use advanced wire shaping techniques and manipulate wire to create foundations for closed headwear, tiaras and abstract or complex shapes
		2.2	Join, cover and shape wire to meet complex design requirements and produce headwear, as required
		2.3	Shape and assemble uncommon materials to make headwear, trims and components according to design requirements
		2.4	Source alternative materials and prepare, as required
3	**Assemble blocked headwear components**	3.1	Use multiple blocks in single headwear designs, as required
		3.2	Build upon blocks to create specified shape and adapt blocks to create desired effect
		3.3	Block and shape headwear by hand to create desired effect
		3.4	Assemble converse and concave shaped components and headwear pieces
		3.5	Use advanced fabric covering techniques in headwear and suitable equipment to assemble components
4	**Check and finalise headwear**	4.1	Fit headwear, identify modifications and modify headwear using required techniques

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4.2 Inspect headwear components for quality and conformance to specifications and client satisfaction

4.3 Identify faults and take appropriate action to ensure quality standards are met

4.4 Implement recording and reporting practices according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Materials and components include one or more of the following:

- traditional and non-traditional materials used in millinery construction
- contemporary materials
- foundation and support materials
- adhesives

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	• wire • fishing line • plastic tubing • sizing • canvas • sinamay • felt pieces • straw pieces • braids • ribbons • lace • buttons • beads • flowers • feathers • net • fashion fabrics
Composition of materials and components includes one or more of the following:	• natural • synthetic • man-made • animal • vegetable • mineral • chemical
Specific millinery construction processes include one or more of the following:	• attaching wire to complex shapes • using advanced wire-shaping techniques • using multiple blocks • brim edge-finishing • applying linings • applying head ribbons • joining leather, felt and canvas • attaching trims • attaching labels • adhesion techniques where hand sewing cannot be used effectively
Block machines and equipment include one or more of the	• block • steamer

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following:	• pins • cord • hot block • iron • hat stretcher • cutting tools
Complex shapes include one or more of the following:	• a combination of unusual and contrasting shapes • intricate and complex silhouette • 3-D shapes • 2-D shapes • harmonious shapes • contrasting shapes • concave shapes • convex shapes • curvilinear shapes • combinations of shapes

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML4001A Undertake specific millinery construction techniques

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML4001 Undertake specific millinery construction techniques

Modification History

Release 1. Supersedes and is equivalent to LMTML4001A Undertake specific millinery construction techniques

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- identifying the characteristics and potential use of a wide range of common and uncommon materials
- using wire to create foundations for at least five (5) different complex designs
- shaping and assembling at least five(5) uncommon materials to construct headwear, trims and components according to design requirements
- using converse and concave shaped components and advanced fabric covering techniques in headwear to meet requirements of at least three (3) complex millinery designs
- using a combination of blockings in a single millinery design
- adjusting and manipulating blocks to achieve abstract designs
- identifying faults or non-conforming materials or components
- modifying and adjusting components to meet specifications
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- millinery policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements
- a range of textiles and materials, including their composition and the stretch quality of fabrics
- standard and non-standard millinery shapes and designs
- standard and less common materials and components suitable for the specific construction techniques, such as:
  - traditional and non-traditional materials used in millinery construction
  - contemporary materials
  - foundation and support materials

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  - adhesives
  - wire
  - fishing line
  - plastic tubing
  - sizing
  - canvas
  - sinamay
  - felt pieces
  - straw pieces
  - braids
  - ribbons
  - lace
  - buttons
  - beads
  - flowers
  - feathers
  - net
  - fashion fabrics
- millinery production tools and equipment
- millinery application procedures:
  - attaching wire
  - brim edge-finishing
  - applying linings
  - applying head ribbons
  - joining leather, felt and canvas
  - attaching trims
  - attaching labels
  - adhesion techniques where hand sewing cannot be used effectively
- millinery hand sewing techniques:
  - buttonhole stitch
  - backstitch
  - tacking
  - straight hemming
  - slip stitch
  - stab stitch
  - darning
  - diagonal basting
  - lacing stitch
  - glove-stitch
  - catch stitch

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- sewing, gluing, bonding or wiring techniques
- millinery accessories
- quality inspection procedures
- style options, fashion trends and total look concepts
- safety aspects relating to equipment operation
- millinery manufacture and construction techniques
- complex blocking techniques
- complex wire manipulation techniques
- historical development of various fashion styles
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in specific millinery construction techniques, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTML4002 Rejuvenate millinery

Modification History

Release 1. Supersedes and is equivalent to LMTML4002A Rejuvenate millinery

Application

This unit of competency covers the skills and knowledge required to clean, repair, re-style and re-size hats.

The unit of competency applies to identifying suitable techniques for rejuvenating millinery to achieve desired outcomes for clients. It encompasses knowledge of a wide range of materials and their response to treatment, and an ability to use a range of cleaning and repair techniques.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to rejuvenate millinery**	2.1	Identify client rejuvenation requirements, including priorities, preferences, budget and timelines
		2.2	Identify suitable procedure for rejuvenation, discuss initial pricing and confirm with the client
		2.3	Obtain agreement to continue with millinery service and document client requirements
		2.4	Prepare materials, equipment and headwear for selected rejuvenation procedure
3	**Clean headwear to meet client requirements**	3.1	Examine headwear item and select cleaning process most suitable to requirements
		3.2	Recognise pest damage and infestation and select process for cleaning
		3.3	Use cleaning processes and agents to clean headwear to organisational standards and as agreed to with client
4	**Repair and curate headwear to meet client requirements**	4.1	Examine damage to headwear and select appropriate processes for repair
		4.2	Repair headwear according to organisational standards and as agreed to with client
		4.3	Identify vintage and style characteristics of headwear and determine curating requirements considering fabric, age and features of the item
		4.4	Undertake curating processes to ensure optimal condition of the headwear item is achieved

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5	**Re-style headwear to meet client requirements**	5.1	Confirm process for re-styling the headwear item based on client sketches or models to present design concepts
		5.2	Prepare materials, equipment and headwear item for re-styling, including development of pattern prices, if required
		5.3	Re-style headwear according to organisational standards and as agreed to with client, using blocks or patterns, if required
6	**Re-size headwear to new specifications**	6.1	Examine material and design of headwear to determine suitable process for re-sizing
		6.2	Take required measurements for re-sizing and document specifications
		6.3	Implement re-sizing techniques according to the client needs and in consideration of fabrics, design and other materials
		6.4	Check headwear to ensure that item design and strength are maintained after resizing process
7	**Finish headwear and finalise service**	7.1	Finish headwear according to workplace procedures
		7.2	Check headwear to ensure quality standards are met
		7.3	Use effective interpersonal skills to present to the client
		7.4	Complete and maintain details of finished article and client records according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Rejuvenation requirements include the following:	• cleaning • repairing • re-styling • re-sizing • curating •
Finish headwear includes the following:	• satisfy design specifications and client requirements • brush, steam or press for presentation, as necessary • conform to client needs and expectations • conform to workplace quality standards

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML4002A Rejuvenate millinery

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML4002 Rejuvenate millinery

Modification History

Release 1. Supersedes and is equivalent to LMTML4002A Rejuvenate millinery

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- interpreting rejuvenation requirements
- preparing materials, equipment and headwear for selected rejuvenation procedure
- applying all five (5) rejuvenation techniques
- using effective interpersonal skills to communicate with client
- finishing headwear according to quality standards
- presenting completed item to client
- completing and maintaining details of finished article and client records according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- selection of appropriate rejuvenation techniques:
  - cleaning
  - repairing
  - re-styling
  - re-sizing
  - curating
- vintage and style characteristics of headwear
- industry and product processes and equipment for rejuvenating hats
- materials, equipment and headwear for selected rejuvenation
- a range of textiles and materials, including their response to cleaning and manipulation techniques
- styles of hats from a range of eras
- measurements for resizing
- cleaning processes and agents to clean headwear
- repair processes:
  - sewing or stitching

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  - patching
  - repairing or reattaching brimming
  - attaching clips, decorations, straps, bows and buckles
  - re-colouring patches
  - replacing fabric and attachments
- curating techniques
- resizing techniques:
  - stretching
  - adding inserts
  - replacing or re-sizing elastic, brims or fasteners
  - remodelling
- workplace procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in rejuvenating millinery, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTML4003 Present and display millinery

Modification History

Release 1. Supersedes and is equivalent to LMTML4003A Present and display millinery

Application

This unit of competency covers the skills and knowledge required to prepare and display millinery with consideration to display techniques, lighting, layout and cataloguing.

This unit of competency applies to identifying presentation objectives, and planning and organising displays using a range of presentation tools and techniques.

Work requires individuals to demonstrate discretion, judgement and problem-solving skills in the presentation and display of millinery items.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to present and display millinery**	2.1	Confirm presentation requirements
		2.2	Develop plan to meet presentation requirements
		2.3	Select headwear to meet presentation objectives and finish to presentation standard
		2.4	Make adjustments to headwear, as required, for presentation
		2.5	Arrange suitable storage or delivery of headwear
3	**Arrange presentation**	3.1	Design overall presentation and effect
		3.2	Determine display and lighting requirements
		3.3	Select and prepare layout tools and equipment
		3.4	Prepare layout and presentation to display hats and achieve desired effect
		3.5	Prepare presentation to comply with quality standards and workplace procedures
4	**Catalogue headwear**	4.1	Identify method of cataloguing
		4.2	Prepare labels for individual hats
		4.3	Prepare a catalogue of the millinery presentation
		4.4	Document the process and maintain documentation

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures includes one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Presentation requirements include:	• clarifying audience and objectives of presentation • identifying presentation facilities and equipment • identifying type of presentation • identifying presentation conditions • confirming available resources
Display requirements include:	• designing placement and display of headwear presentation • preparing display models for individual hats • selecting display techniques for individual hats • identifying additional prop requirements
Lighting requirements include one or more of the	• obtaining lighting equipment and operators • selecting suitable lighting techniques to meet

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following:

presentation objectives
- selecting lighting techniques appropriate for presentation type and conditions
- selecting lighting techniques appropriate for individual hat displayed
- checking power sources
- obtaining lighting equipment

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML4003A Present and display millinery

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML4003 Present and display millinery

Modification History

Release 1. Supersedes and is equivalent to LMTML4003A Present and display millinery

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- developing plans for millinery presentations
- preparing hats and display items
- arranging suitable storage or delivery of headwear
- selecting headwear to meet presentation objectives, making adjustments to headwear, as required, and finishing to presentation standard
- arranging suitable storage or delivery of headwear
- selecting and preparing display and lighting techniques, layout tools and equipment to display hats and achieve desired effect
- preparing a presentation of millinery items to demonstrate at least seven (7) different designs, and comply with quality standards and workplace procedures
- identifying method of cataloguing, preparing labels for individual hats and preparing a catalogue of the millinery presentation
- documenting the process and maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- millinery policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements
- industry, workplace and product processes and equipment in displaying hats and headwear
- cataloguing requirements in presenting millinery
- a range of lighting, layout and display techniques
- different types of presentations
- design techniques
- historical context of fashion style to be presented
- quality practices
- workplace practices
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in presenting and displaying millinery, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTML4004 Manage millinery procurement and cost millinery products

Modification History

Release 1. Supersedes and is equivalent to LMTML4004A Manage millinery procurement and cost millinery products

Application

This unit of competency covers the skills and knowledge required to locate and procure materials from millinery supply chains or alternative sources, estimate preliminary pricing and calculate sale price of completed items.

This unit of competency encompasses broad knowledge of materials used in producing millinery items and research and documentation skills. Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to procure and cost millinery items**	2.1	Administer stock-take to assess current and future millinery supply needs
		2.2	Identify quantity and special features of millinery supplies
		2.3	Document millinery supply requirements
		2.4	Note special orders and timing requirements from specification sheets
3	**Identify millinery supply resources and estimate price**	3.1	Identify required millinery supply resources
		3.2	Establish relationships with millinery suppliers and other relevant businesses to facilitate the procurement of millinery supplies
		3.3	Document details of procurement suppliers and characteristics
		3.4	Make initial price estimation on millinery orders and advise client
		3.5	Document estimated price
4	**Procure millinery supplies**	4.1	Arrange procurement of common and uncommon use items with consideration to price efficiency, delivery reliability and suitability for desired outcome
		4.2	Prepare documents and process to procure millinery supplies in accordance with workplace procedures
		4.3	Document pricing
		4.4	Manage payment of millinery suppliers according to workplace procedures

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5	**Calculate sale price and manage financial records**	5.1	Calculate costs of millinery raw materials, labour and additional expenses incurred in production of the item, according to workplace procedures and government taxation regulations
		5.2	Calculate total price and prepare client invoice according to workplace procedures and government taxation regulations
		5.3	Document procurement and business expenses
		5.4	Document invoicing and client sales
		5.5	Document financial transactions, process and manage according to workplace procedures and government taxation regulations

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste

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	disposal, pollution control and recycling
Millinery suppliers include one or more of the following:	• local millinery suppliers • national millinery suppliers • international millinery suppliers • online auctions for millinery suppliers • web based millinery suppliers • suppliers for uncommonly used millinery items • researching and identifying alternatives for unavailable or high price millinery items • suppliers of items for specific orders to meet the timing and material needs of the client
Initial price estimation includes:	• using construction design specifications to identify raw materials required • using supplier documentation to estimate pricing on raw materials • using workplace procedure and personal experience to estimate labour requirements • identifying additional expenses incurred in producing the item • determining government taxation requirements • providing initial price estimation, which reflects total estimated price for specific order, to the client
Procurement practices include, but are not limited to, the following:	• millinery pricing • information required for procurement transactions • labour charges • business pricing principles • product alternatives • lead time on orders

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML4004A Manage millinery procurement and cost millinery products

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Links

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Assessment Requirements for MSTML4004 Manage millinery procurement and cost millinery products

Modification History

Release 1. Supersedes and is equivalent to LMTML4004A Manage millinery procurement and cost millinery products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- conducting and recording stock-take of supplies
- identifying and recording millinery requirements
- assessing and comparing suppliers on price, reliability, efficiency and product quality of desired products
- negotiating price with suitable suppliers and clients and purchasing required items according to organisational procedures
- making preliminary price estimates on at least two (2) products to be made
- calculating costs of millinery raw materials, labour and additional expenses incurred in production of at least two (2) items, according to workplace procedures and government taxation regulations
- calculating sale prices of items
- maintaining financial records
- assessing supplier efficiency and product quality
- documenting procurement transactions, procurement and business expenses, invoicing and client sales
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- millinery policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements
- industry, workplace and production processes
- a range of textiles and materials used in millinery items
- local, national and international industry suppliers
- procurement practices, including:
  - millinery pricing

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    - information required for procurement transactions
    - labour charges
    - business pricing principles
    - product alternatives
    - lead time on orders
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in managing millinery procurement and costing, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTML4005 Undertake initial millinery consultation, subsequent fittings and finishing

Modification History

Release 1. Supersedes and is equivalent to LMTML4005A Undertake initial millinery consultation, subsequent fittings and finishing

Application

This unit of competency covers the skills and knowledge required to conduct initial client assessment, determine client needs and expectations, and provide subsequent fittings to ensure client satisfaction.

This unit of competency applies to all service interaction with clients, including interviewing, assessing needs and expectations, making recommendations, fitting items and maintaining documentation. It encompasses skills required to prepare the finished product for presentation to the client.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for millinery project**	2.1	Interview client to establish client needs and expectations
		2.2	Obtain agreement to continue with millinery service
		2.3	Conduct initial millinery consultation
3	**Confirm millinery order**	3.1	Use total look styling concepts to assess client profile and make recommendations
		3.2	Discuss style recommendations, provide style options and negotiate to reach agreement with client
		3.3	Provide patterns and sketches to assist client, as required
		3.4	Confirm order according to workplace procedures
		3.5	Arrange fittings, timelines and payment
		3.6	Apply sizing systems and principles to head measurements
4	**Conduct fittings**	4.1	Present headwear to the client in a professional manner
		4.2	Use professional judgement, discretion and interpersonal skills to discuss construction progress with client
		4.3	Fit headwear, seek feedback and negotiate adjustments and modifications to the design

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5	**Finish headwear and present to client**	5.1	Finish headwear according to client requirements and workplace procedures
		5.2	Check headwear to ensure quality standards are met
		5.3	Use effective interpersonal skills to present to the client
		5.4	Complete and maintain details of finished article and client records according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

Establishing client needs includes:

- using interpersonal skills to greet client
- establishing initial millinery needs
- explaining the millinery process to client
- encouraging client to express and clarify requirements and expectations, including priorities, preferences, budget

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	and timelines
Millinery consultation includes:	• assessing client facial features, including shape and hairstyle • ascertaining intended use of millinery product • discussing materials, styles and millinery features with the client • using millinery models to demonstrate different millinery styles • discussing cost estimates with the client • recording size requirements

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML4005A Undertake initial millinery consultation, subsequent fittings and finishing

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML4005 Undertake initial millinery consultation, subsequent fittings and finishing

Modification History

Release 1. Supersedes and is equivalent to LMTML4005A Undertake initial millinery consultation, subsequent fittings and finishing

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- establishing client needs and expectations and obtaining agreement to continue with millinery service
- conducting at least two (2) initial millinery consultations, using props and demonstration to help interpret and clarify client needs and expectations
- using total look styling concepts to assess client profile, make recommendations, provide style options and negotiate to reach agreement with client
- selecting appropriate materials and styles, patterns and sketches to make recommendations to client
- confirming order according to workplace procedures and arranging fittings, timelines and payment
- apply sizing systems and principles to head measurements
- using professional judgement, discretion, problem solving and interpersonal skills to discuss construction progress with client
- fitting headwear, seeking feedback and negotiating adjustments and modifications to the design on at least two (2) occasions
- finishing headwear according to workplace standards and client requirements on at least two (2) occasions
- presenting completed item to client
- recording product and client details according to workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- millinery policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements
- industry, workplace and product processes

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- a range of textiles and materials, including their composition and the stretch quality of fabrics
- millinery production tools and equipment
- millinery pricing
- information required for complete consultation
- style options, fashion trends and total look concepts
- protocol regarding headwear and dress style for specific occasions
- sizing systems and principles for head measurements
- millinery manufacture techniques
- agreement requirements with client:
  - millinery style
  - materials
  - features
  - costs
  - timeframe
- finishing techniques:
  - brushing
  - steaming
  - pressing
  - attaching elastic
  - labelling
  - adjusting the positioning of trims
- body language
- documentation and transfer of information
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in millinery consultation, fitting and finishing, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTML4006 Sketch and prepare millinery fashion designs

Modification History

Release 1. Supersedes and is equivalent to LMTML4006A Sketch and prepare millinery fashion designs

Application

This unit of competency covers the skills and knowledge required to sketch initial hat designs and develop detailed designs to confirm client order and determine construction requirements.

The unit of competency applies to identifying design requirements and developing detailed sketches and designs to meet quality and client requirements. It encompasses design and drawing skills.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to illustrate millinery designs**	2.1	Select millinery designs and shapes to be illustrated
		2.2	Obtain sketching materials
		2.3	Explain sketching objectives to the client
3	**Sketch millinery designs**	3.1	Produce millinery sketch in 3-D format
		3.2	Depict millinery sketch in correct proportion to the head and body
		3.3	Sketch front, back and side views, and sketch details of complex designs
		3.4	Explain features of sketch and provide alternative sketches, if necessary
		3.5	Demonstrate discretion, judgement and problem-solving skills in the production of millinery designs
4	**Prepare millinery designs**	4.1	Develop detailed production sketch that includes construction details
		4.2	Consider relationship to hair, figure, face and garment style in the design of millinery
		4.3	Ensure material selected has appropriate characteristics for millinery design
		4.4	Ensure combination of materials selected are appropriate for millinery design
		4.5	Experiment with alternatives and research, if necessary

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Millinery design sketches include the following:	• front, back and side views • details of complex designs • 3-D format • correct proportion to the head and body • relationship to hair, figure, face and garment style

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML4006A Sketch and prepare millinery fashion designs

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Links

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Assessment Requirements for MSTML4006 Sketch and prepare millinery fashion designs

Modification History

Release 1. Supersedes and is equivalent to LMTML4006A Sketch and prepare millinery fashion designs

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- selecting appropriate materials
- providing at least two (2) quality 3-D millinery sketches for at least two (2) range of styles to meet design requirements
- depicting millinery sketch in correct proportion to the head and body
- sketching front, back and side views, and sketch details of complex designs
- explaining features of sketch and provide alternative sketches if necessary
- preparing detailed construction design and identifying construction requirements in design
- proportioning designs appropriately, including head, body and garment illustrations in sketch designs
- demonstrating discretion, judgement and problem-solving skills in the production of millinery designs
- ensuring combination of materials selected are appropriate for millinery design and experiment with alternatives if necessary
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- millinery policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements
- industry, workplace and product processes
- a range of textiles and materials, including their composition and the stretch quality of fabrics
- standard and non-standard millinery shapes and designs
- millinery accessories
- appropriate detail required for sketches
- style options

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- total look concepts
- current fashions
- dress styles for specific occasions
- detail requirement for designs
- historical context of millinery requirements
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in sketching and preparing millinery fashion designs, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTML4007 Make millinery patterns

Modification History

Release 1. Supersedes and is equivalent to LMTML4007A Make millinery patterns

Application

This unit of competency covers the skills and knowledge required to develop patterns to create individual hats that meet specified design requirements.

This unit of competency applies to confirming design requirements, developing and testing patterns and recording pattern specifications.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to make millinery patterns**	2.1	Interpret and clarify design and construction specifications to confirm millinery requirements
		2.2	Obtain and prepare equipment and materials according to workplace procedures
		2.3	Obtain suitable pattern templates, if appropriate
		2.4	Explore construction requirements and test, if necessary
		2.5	Determine steps required to create new pattern
3	**Produce millinery pattern**	3.1	Use precise design specifications as pattern instruction
		3.2	Apply patternmaking principles and pattern construction methods
		3.3	Apply the selected techniques to make pattern with consideration for cost efficiencies
		3.4	Check pattern pieces for accuracy to include seam allowance and seam match, pattern shape and notching
4	**Test millinery patterns**	4.1	Mark out prototype or toile and cut with consideration to fabric cost efficiencies
		4.2	Assemble prototype or toile to test feasibility
		4.3	Test final patterns comply with design criteria and specifications, and assess accuracy and completeness
		4.4	Label and notch final patterns

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5	**Record design specifications**	5.1	Establish customer and design requirements and enter on specification sheet
		5.2	Estimate and record material or fabric usage
		5.3	Record labour time
		5.4	Maintain accurate records and file patterns

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Millinery requirements includes:	• identifying design lines and features • applying headwear sizing systems and principles • determining appropriate pattern making method • considering trims, finishings and fabric • considering material characteristics and performance in

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	relation to the design • obtaining further detail if necessary
Pattern testing includes:	• determining effect of grain line on material usage, silhouette and handling • identifying construction problems and where relevant, recommend alternative constructions • making pattern adjustments as required • carrying out alterations to meet fitting requirements

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML4007A Make millinery patterns

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML4007 Make millinery patterns

Modification History

Release 1. Supersedes and is equivalent to LMTML4007A Make millinery patterns

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- interpreting and clarifying design and construction specifications to confirm millinery patternmaking requirements, and entering on specification sheet
- preparing for patternmaking activity and applying patternmaking principles and pattern construction methods
- producing at least two (2) patterns according to design requirements, selected techniques and cost efficiencies
- checking pattern pieces for accuracy, including seam allowance and seam match, pattern shape and notching
- marking out and cutting prototype or toile with consideration to fabric cost efficiencies
- assembling prototype or toile to test feasibility, and testing final patterns comply with design criteria and specifications
- assessing accuracy and completeness
- labelling and notching final patterns
- estimating and recording material or fabric usage and labour time
- recording pattern specifications, maintaining accurate records and filing patterns.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- millinery policies, standards and guidelines, industry codes of practice, legislative and regulatory requirements
- industry, workplace and production processes
- a range of textiles and materials, including their composition and the stretch quality of fabrics
- standard and non-standard millinery shapes and designs
- millinery production tools and equipment
- headwear sizing systems
- patternmaking principles and pattern construction methods

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- millinery accessories
- millinery patternmaking requirements:
  - identifying design lines and features
  - applying headwear sizing systems and principles
  - determining appropriate patternmaking method
  - considering trims, finishings and fabric
  - considering material characteristics and performance in relation to the design
  - obtaining further detail, if necessary
- prototype, toile and pattern testing techniques
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in making millinery patterns, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTML4008 Undertake couture millinery

Modification History

Release 1. Supersedes and is equivalent to LMTML4008A Undertake couture millinery

Application

This unit of competency covers the skills and knowledge required to produce one-off hats to meet specific client needs. It encompasses and builds on customer service skills to conduct thorough assessments of needs, and production skills to deliver specially made products.

The unit of competency applies to interviewing customers, making recommendations, assessing needs and expectations, designing and producing one-off millinery items, fitting and finishing items to customer satisfaction.

Responsibility is taken for the maintenance of own work quality and requirement to contribute to the quality improvement of organisation, where necessary.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to undertake couture millinery**	2.1	Provide advanced client service to determine requirements
		2.2	Obtain agreement to continue with millinery service
		2.3	Conduct initial millinery consultation
		2.4	Confirm client order and design specifications
		2.5	Maintain client records
3	**Assist client to select design**	3.1	Identify accompanying outfit and accessories and assess if possible, to consider in millinery design
		3.2	Consider millinery design according to the needs, expectations and personal features of the client
		3.3	Use effective interpersonal skills to provide high-level advice, negotiate and advise on millinery design
		3.4	Use models, sketches and examples to demonstrate different millinery styles and assist the client to decide on millinery styling
		3.5	Discuss materials, styles and millinery features with the client
4	**Produce one-off hat for client**	4.1	Produce millinery pattern for client order
		4.2	Source materials and produce alternative materials, if required, to achieve desired effect

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		4.3	Produce headwear according to the design specifications
		4.4	Prepare headwear for client fitting
5	**Conduct client fitting**	5.1	Make appointment for client fitting
		5.2	Provide opportunity to fit headwear with clothing and accessories, if required
		5.3	Provide trims, additional and alternative features for consideration
		5.4	Assist client to review headwear, decide on any modifications and confirm design
		5.5	Address client concerns and resolve according to workplace policies and procedures
		5.6	Make appointment for final presentation to the client
6	**Finish headwear and present to client**	6.1	Finish headwear according to client requirements, modifications and workplace procedures
		6.2	Check headwear to ensure it conforms with client requirements and quality standards
		6.3	Use effective interpersonal skills to present to the client and ensure satisfaction
		6.4	Complete and maintain details of finished article and client records according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

Millinery consultation includes:

- assessing client facial features, including shape and hairstyle
- ascertaining intended use and desired effect of millinery product
- discussing materials, styles and millinery features with the client
- using millinery models and props to demonstrate different millinery styles
- discussing cost estimates with the client
- recording size requirements

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML4008A Undertake couture millinery

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML4008 Undertake couture millinery

Modification History

Release 1. Supersedes and is equivalent to LMTML4008A Undertake couture millinery

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two occasions and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- accurately identifying client needs, expectations and desired outcome
- providing high-level and relevant millinery advice
- using millinery props, models and sketches to establish client needs
- using effective and professional interpersonal skills to establish relationship with the client and provide high-level, individualised customer service
- demonstrating discretion, judgement and problem-solving skills in the establishment and delivery of millinery orders
- effectively negotiating order details and price with the client for couture millinery on at least two (2) occasions
- conducting millinery fitting and identify required adjustments
- finishing headwear according to workplace standards and client requirements and presenting to client on at least two (2) occasions
- presenting completed item to the client
- applying workplace procedures
- recording client details and maintaining records according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- pricing millinery items
- appropriate millinery materials
- millinery styles
- body language
- customer focused communication to meet client expectation and satisfaction
- documentation
- sketching techniques to portray images to clients
- millinery patternmaking for one-off items
- finishing techniques:

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- brushing
- steaming
- pressing
- attaching elastic
- labelling
- adjusting the positioning of trims

- documentation and record keeping according to workplace procedures records.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in couture millinery, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTML4009 Modify millinery blocks to make new shapes

Modification History

Release 1. Supersedes and is equivalent to LMTML4009A Modify millinery blocks to make new shapes

Application

This unit of competency covers the skills and knowledge required to modify existing millinery blocks to make new shapes.

The unit of competency applies to selecting an existing millinery block, suitable materials and equipment, and adding these materials to the block to make a new shape to use in blocking millinery materials for a given design.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to modify millinery blocks**	2.1	Interpret design to determine the hat block shape required
		2.2	Determine whether more than one block shape is required for the design
		2.3	Document the shapes required for the design
		2.4	Select and prepare equipment, materials and workstation
		2.5	Select hat blocks that will be used in the modification
3	**Modify block**	3.1	Prepare block to be modified according to design and/or specifications
		3.2	Plan modifications and prepare block
		3.3	Modify the block using the selected materials according to workplace procedures and requirements of the materials
4	**Finalise modified block**	4.1	Check proportions and styling of modified hat block against design requirements
		4.2	Check quality, durability and accuracy of modifications
		4.3	Perform any necessary adjustments

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Preparing block includes one or more of the following:

- cleaning and washing hat block
- removing any previous modifications from hat block
- checking compatibility if several hat blocks are to be used for the one modification
- covering or protecting hat block with plastic film

Planning modifications includes one or more of the following:

- drawing or marking onto the hat block the new shape
- measuring
- checking the plan against design
- determining permanency of modification
- determining effect on original shape of hat block

Quality, durability and accuracy of modifications include one or more of the following:

- smoothness
- firmness
- relationship to hat design required
- compatibility of hat block shapes to each other

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- head size
- proportion

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML4009A Modify millinery blocks to make new shapes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML4009 Modify millinery blocks to make new shapes

Modification History

Release 1. Supersedes and is equivalent to LMTML4009A Modify millinery blocks to make new shapes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- interpreting design sketch to determine the hat block shape or shapes required
- selecting and preparing block/s to be modified according to design and/or specifications
- selecting and preparing millinery equipment, hat block/s for modification and modification materials
- modifying at least two (2) hat blocks using the selected materials according to workplace procedures and requirements of the materials
- performing quality checks and adjustments
- checking proportions and styling of modified hat block against design requirements
- checking quality, durability and accuracy of modifications.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- measurement taking
- proportion
- millinery materials and equipment:
  - hat blocks
  - plastic film
  - cord
  - cutting tools
  - pins
  - drawing equipment
- block shapes:
  - crown
  - brim
  - section

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    - collar
- blocking techniques
- quality standards
- modification materials:
    - putty
    - flexible rubber or plastic shapes, such as hoses
    - buckram
    - plaster
    - improvised materials, such as papier-mâché and found objects
- requirements of modification materials:
    - manufacturer instructions
    - access to water
    - consistency of mix
    - hardening or drying time
- quality practices
- workplace procedures.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in modifying millinery blocks, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTML4010 Make couture trims

Modification History

Release 1. Supersedes and is equivalent to LMTML4010A Make couture trims

Application

This unit of competency covers skills and knowledge required to make unique trims for model and couture millinery.

The unit of competency applies to analysing a trim design and making individual trims from traditional and non-traditional materials and components to complement the overall millinery design.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTCL2016 Trim headwear

MSTML3004 Identify performance and handling requirements of millinery materials

Competency Field

Millinery

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to make couture trims**	2.1	Analyse millinery design to determine and confirm trim requirements
		2.2	Apply workplace procedures
		2.3	Select quality materials for trim
		2.4	Test and confirm performance and handling characteristics of selected materials
		2.5	Confirm material selection with design or designer
3	**Prepare materials to make trim**	3.1	Cut materials to required or manageable size
		3.2	Dye or tint materials, as required
		3.3	Embellish materials, as required
		3.4	Shape or mould and stiffen materials, as required
4	**Make couture trim**	4.1	Plan construction of trim
		4.2	Form and construct trim and check design proportions
		4.3	Secure trim form and trim components
		4.4	Finish couture trim according to design requirements and workplace procedures

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Couture trims include one or more of the following:

- complex trims that require dexterity and intricate material manipulation skills
- hand and machine stitching
- intricate folded ribbon trims and bows
- tooled flowers
- folded fabric flowers
- manipulated lace motifs and braids
- manipulated beaded motifs and braids
- bias cut pleated or folded features
- intricate tassels
- sculpted feathers
- wired trims
- dyeing and colouring

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Materials include one or more of the following:	• ribbons • lace • traditional and non-traditional millinery materials • woven and non-woven textiles • wire • lace • dyes • threads • beads and buttons • feathers • braid

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTML4010A Make couture trims

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTML4010 Make couture trims

Modification History

Release 1. Supersedes and is equivalent to LMTML4010A Make couture trims

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- analysing a millinery design to identify the couture trim
- selecting materials for the trim according to the requirements of the agreed design, and performance and handling characteristics of the materials
- testing and confirming performance and handling characteristics of selected materials
- confirming material selection with design or designer
- preparing and manipulating a variety of millinery materials to make at least two (2) intricate and unique couture trims
- finishing the couture trim to design requirements
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- environmental aspects associated with the use of millinery solvents and adhesives
- hazard identification and control measures associated with the use of millinery solvents and adhesives
- variety of materials to make millinery trims:
  - ribbons
  - lace
  - traditional and non-traditional millinery materials
  - woven and non-woven textiles
  - wire
  - lace
  - dyes
  - threads
  - beads and buttons
  - feathers
  - braid

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- variety of trims:
  - complex trims that require dexterity and intricate material manipulation skills
  - hand and machine stitching
  - intricate folded ribbon trims and bows
  - tooled flowers
  - folded fabric flowers
  - manipulated lace motifs and braids
  - manipulated beaded motifs and braids
  - bias cut pleated or folded features
  - intricate tassels
  - sculpted feathers
  - wired trims
  - dyeing and colouring
- performance and handling characteristics of millinery materials
- workplace procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in making couture trims for millinery, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD4001 Produce knitted textile samples

Modification History

Release 1. Supersedes and is equivalent to LMTTD4001A Produce knitted textile samples

Application

This unit of competency covers the skills and knowledge required to perform knitting techniques to produce knitted design samples.

The unit of competency applies to interpreting design specifications, and using knitting machine to produce fabrics or knitted product samples such as garments, bags or shawls.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to produce knitted textile samples**	2.1	Analyse pattern requirements and discuss design specifications with appropriate personnel to confirm production requirements
		2.2	Identify desired effects of knitting and select appropriate knitting structure and technique to match required outcome
		2.3	Select materials and yarns, quantities and knitting techniques according to design requirements
3	**Produce knitted design sample**	3.1	Set up workstation, tools and equipment according to specifications and workplace procedures
		3.2	Check yarns to be knitted against quality standards
		3.3	Undertake knitting techniques to meet design specifications for sample and according to workplace procedures
		3.4	Monitor knitting techniques and outcomes throughout to identify production faults
5	**Complete production process**	5.1	Rectify knit faults and production problems or reproduce sample according to modifications
		5.2	Finish knitted sample according to design specifications
		5.3	Document modifications and processes
		5.4	Examine outcomes with appropriate personnel and discuss and document possible modifications to design

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Production requirements include three or more of the following:

- shaping
- hems
- tension
- stitches
- patterning
- striping
- weaving
- tuck and slip
- colour
- pattern
- size
- stitch gauge
- tension

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Appropriate personnel include one or more of the following:	• trainers • colleagues • mentors • designers • pattern makers • members of the design team
Knitting techniques include two or more of the following:	• flat knitting • circular knitting • sock knitting • weft knits • warp knits • plain, purl, double and tricot knit • jacquard
Materials and yarns include one or more of the following:	• cotton • buttons and components • wool • nylon • acrylic • polypropylene • polyester cotton • viscose • blends
Sample includes one or more of the following:	• complete garment • sample fabrics
Knitting tools and equipment include one or more of the following:	• knitting machines • punch card • blocking board • double bed colour changer • sewing machine • overlocker • garter bar and deco
Knit faults and production problems include one or more	• holes • foreign matter • creasing

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of the following:

- lines
- runs
- machine or equipment faults

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD4001A Produce knitted textile samples

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD4001 Produce knitted textile samples

Modification History

Release 1. Supersedes and is equivalent to LMTTD4001A Produce knitted textile samples

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- checking operational readiness of equipment
- analysing design specifications and interpreting production requirements
- preparing yarn and thread for production
- monitoring production
- recognising and rectifying faults or problems as required
- producing at least two (2) different types of knitted samples according to design specifications
- monitoring own work and conducting quality check of sample outcome
- maintaining accurate records
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- knit modification techniques
- knitting machine techniques
- yarn characteristics
- typical fault conditions
- fault-finding procedures
- types and styles of knitted fabrics
- simple equipment maintenance techniques
- quality practices
- workplace practices
- recording and reporting practices.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in producing knitted textile samples, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD4002 Prepare stencils and screens for textile printing

Modification History

Release 1. Supersedes and is equivalent to LMTTD4013A Prepare stencils and screens for textile printing

Application

This unit of competency covers the skills and knowledge required to prepare screen print design samples for textiles.

The unit of competency applies to the use of stencil, or silk-screen printing techniques to produce designs and artwork for textiles to be used for garments, textile products, furnishing fabrics or accessories or public art commissions.

Screen printing involves the use of manual techniques, tools and equipment.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to prepare stencils and screens**	2.1	Analyse design specifications and confirm stencil requirements with appropriate personnel
		2.2	Set up workstation, tools and equipment according to specifications and workplace procedures
		2.3	Identify desired effects of screen printing and select appropriate conversion technique to achieve required design outcome
		2.4	Prepare and label layouts and select media to prepare stencils
		2.5	Complete stencils and check against design
3	**Prepare screens**	3.1	Select screen types and mesh for appropriate substrates
		3.2	Prepare screens for stencil process and check against quality standards
		3.3	Expose stencil masters according to industry specifications
		3.4	Develop screen images, dry and finish
		3.5	Apply screen preparation according to workplace procedures
4	**Test screens and stencil quality**	4.1	Print strike off and check against design specifications to ensure quality standards are met
		4.2	Identify screen and stencil faults and determine causes

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4.3 Apply modifications to screens, as required, using appropriate techniques, processes or materials

4.4 Complete screens and prepare for production processes

4.5 Examine outcomes and check against specifications with appropriate personnel

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Appropriate personnel include one or more of the following:

- trainers
- colleagues
- mentors
- designers
- members of the design team

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Conversion techniques include one or more of the following:	• basic stencils • hand cut and hand drawn stencils • photosensitive stencils • autographic • digitally generated stencils • multi-coloured separations
Finish includes one or more of the following:	• touch up and tape, as required • wash image clean and dry • check for pinholes • clean wash out of image
Tools and equipment include one or more of the following:	• rulers and tape measures • light boxes • graph paper • photocopier • overhead projector • photocopier • computer equipment • computer-aided design (CAD) software • tables
Screen and stencil and production faults include one or more of the following:	• uneven screen coating • incorrectly stretched screen mesh • poorly registered artwork/separations • inaccurate repeat measurements • incorrect exposure time used • wet coating trough causing pinholes • warped screen frames • insufficient print paste used • off printing • poorly developed image • poor quality colour separations • stencil opacity insufficient

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD4013A Prepare stencils and screens for textile printing

Links

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Assessment Requirements for MSTTD4002 Prepare stencils and screens for textile printing

Modification History

Release 1. Supersedes and is equivalent to LMTTD4013A Prepare stencils and screens for textile printing

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- preparation of stencils on at least two (2) occasions for use with textile printing
- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- using tools and equipment associated with screen printing
- analysing design specifications and interpreting production requirements
- identifying and addressing faults
- determining requirements of design and conversion to print
- making minor adjustments to equipment
- using printing techniques to test screens and stencil quality
- finalising screens ready for production
- evaluating own work, consulting relevant personnel and conducting quality checks
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- characteristics of stencil and screen types :
  - timber, steel and aluminium framed
  - butt, mitre, nailed, glued, screwed and welded
  - rectangle, rotary, hat and flat bed
- specific design and printing practices
- design types:
  - repeat patterns
  - border designs
  - placement prints
  - engineered designs
  - banners
- printing processes and practices

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- different types of screens and meshes:
  - mesh types:
    - material
    - nylon
    - polyester
    - metal
  - colour:
    - white
    - yellow
    - red
  - size
  - mono or multi-filament
- screen preparation:
  - checking for mesh tension
  - degreasing
  - haze removing
  - registration marks applied
  - coating
  - different types of medium
  - ruby lithe
  - designers opaque
  - ink
  - black wax crayon
  - digital prints
  - drafting film
  - pen
- conversion techniques
- stencil and printing techniques
- screen and stencil and production faults
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in preparing stencils and screens for screen printing, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD4003 Produce woven textile samples

Modification History

Release 1. Supersedes and is equivalent to LMTTD4003A Produce woven textile samples

Application

This unit of competency covers the skills and knowledge required to perform weaving techniques to produce woven design samples.

The unit of competency applies to interpreting design specifications, and using weaving looms to produce sample woven products.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to produce woven textile samples**	2.1	Analyse design specifications and pattern for woven product and discuss with appropriate personnel to confirm production requirements
		2.2	Identify desired effects of weaving and select appropriate weaving technique to achieve required outcome
		2.3	Select yarns, quantities and equipment according to design requirements
3	**Produce woven design sample**	3.1	Set up workstation, tools and equipment according to specifications for work
		3.2	Check yarns to be woven against quality standards
		3.3	Undertake weaving techniques to meet design specifications for sample and according to workplace procedures
		3.4	Monitor weaving techniques and outcomes throughout to identify production faults
4	**Check quality of sample**	4.1	Check completed sample against design specifications and pattern to ensure quality standards are met
		4.2	Identify weaving faults and production problems and determine causes
		4.3	Analyse weaving process, technique and materials used to determine necessary modifications to weaving techniques, processes or patterns
5	**Complete production**	5.1	Rectify weaving faults and production problems or reproduce sample according to modifications

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process	5.2	Finish woven sample according to design specifications
	5.3	Examine outcomes with appropriate personnel and discuss and document possible modifications to design
	5.4	Complete required documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Appropriate personnel include one or more of the following:	• trainers • colleagues • mentors • designers • patternmakers • members of the design team

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Yarns include one or more of the following:	• singles yarns • plied yarns: • wool • cotton • silk • novelty • synthetics • metallics • unspun fleece • rovings • rag strips • hand spun • ribbon • silk tops • nylon filament
Sample includes one or more of the following:	• complete woven product • sample weave
Weaving tools and equipment include one or more of the following:	• 4-shaft Loom • shuttles (stick, rag and ski) • warping boards • cross sticks • scissors • measuring tape

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD4003A Produce woven textile samples

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD4003 Produce woven textile samples

Modification History

Release 1. Supersedes and is equivalent to LMTTD4003A Produce woven textile samples

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- analysing design specifications and interpreting production requirements
- producing at least two (2) woven samples according to design specifications
- identifying and addressing faults
- making minor adjustments to equipment
- monitoring own work, conducting quality check of sample outcome and modifying process, if necessary
- applying workplace procedures
- documenting outcomes and maintaining records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- production requirements:
  - shaping
  - edging
  - tension
  - stitches
  - patterning
  - weaving
  - tuck and slip
  - colour
  - pattern
  - size
- weaving modification techniques
- weaving loom techniques:
  - plain weave
  - twill weave

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  - satin or sateen weave
  - soumak
  - leno
  - rya
  - inlay
  - wrapped ends
  - Spanish lace
  - hatchings
  - honeycomb
  - traditional bronson
  - warp faced weaves
  - weft faced weaves
- yarn characteristics
- typical fault conditions:
  - incorrect warp tension
  - broken warp threads
  - incorrect beating of weft
  - incorrect threading, tie-up, treadling of design
  - incorrect use of materials
  - incorrect use of equipment
  - holes
  - foreign matter
  - loom or equipment faults
- fault-finding procedures
- types and styles of woven fabrics
- simple equipment maintenance techniques
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in producing woven textiles samples, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD4004 Produce woven tapestry samples

Modification History

Release 1. Supersedes and is equivalent to LMTTD4004A Produce woven tapestry samples

Application

This unit of competency covers the skills and knowledge required to perform tapestry techniques to produce tapestry design samples.

The unit of competency applies to interpreting design specifications and using tapestry looms and techniques to produce tapestry design samples.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to produce woven tapestry samples**	2.1	Analyse design specifications and cartoon image and discuss with appropriate personnel to confirm production requirements
		2.2	Identify desired effects of tapestry techniques and select appropriate processes to achieve required outcome
		2.3	Select yarns, quantities, tapestry looms and equipment according to design requirements
3	**Produce woven tapestry design sample**	3.1	Set up workstation and tools and equipment according to specifications for work
		3.2	Check yarns against quality standards
		3.3	Undertake tapestry techniques to meet design specifications for sample and according to workplace procedures
		3.4	Monitor tapestry techniques and outcomes throughout to identify production faults
4	**Check quality of sample**	4.1	Check completed sample against design specifications to ensure quality standards are met
		4.2	Identify tapestry faults and production problems and determine causes
		4.3	Analyse tapestry process, technique and materials used to determine necessary modifications to tapestry techniques, processes or specifications
5	**Complete production process**	5.1	Rectify tapestry faults and production problems or reproduce sample according to modifications
		5.2	Finish tapestry sample to design specifications

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5.3 Examine outcomes with appropriate personnel and discuss and document possible modifications to design

5.4 Complete required documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Production requirements include three or more of the following:

- shaping
- tension
- striping
- weaving
- tuck and slip
- colour
- pattern
- size

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- tension

Appropriate personnel include one or more of the following:

- trainers
- colleagues
- mentors
- designers
- members of the design team

Tapestry techniques include two or more of the following:

- hitching on and off
- plain weave in open and closed passes
- high and low turns
- weaving of simple shapes, such as triangles, curves and circles
- hatching methods (e.g. regular and random)
- colour blending and tonal gradation
- half passing
- joins
- soumak, knot and surface texture

Yarns include one or more of the following:

- weft yarns:
  - wool
  - cotton
  - silk
  - novelty yarns
- warp yarns:
  - cotton
  - seine
  - twine

Sample includes one or more of the following:

- complete tapestry
- sample tapestry

Tapestry tools and equipment include one or more of the following:

- tapestry loom
- bobbins
- scissors
- plumb bob
- cotton
- seine

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- twine
- weft yarn
- marking pen
- ruler
- masking tape
- tapestry needles
- table
- chair

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD4004A Produce woven tapestry samples

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD4004 Produce woven tapestry samples

Modification History

Release 1. Supersedes and is equivalent to LMTTD4004A Produce woven tapestry samples

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- analysing design specifications and interpreting production requirements
- producing at least two (2) tapestry samples using different techniques according to design specifications
- making minor adjustments to equipment
- identifying and addressing faults
- monitoring own work and conducting quality check of sample outcome with relevant personnel
- applying workplace procedures
- maintaining documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- tapestry modification techniques
- tapestry techniques
- yarn characteristics
- typical fault conditions
- fault-finding procedures
- types and styles of tapestries
- simple equipment maintenance techniques
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in producing woven tapestry samples, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD4005 Produce screen printed textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTD4005A Produce screen printed textiles

Application

This unit of competency covers the skills and knowledge required to apply screen printing techniques to produce screen print designs on textiles.

The unit of competency applies to the use of stencil, or silk-screen printing techniques to produce designs and artworks for textiles to be used for garments, textile products, furnishing fabrics or accessories or public art commissions. Screen printing involves the use of manual techniques, tools and equipment.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to screen print textiles**	2.1	Analyse design specifications and discuss with appropriate personnel to confirm production requirements
		2.2	Identify desired effects of screen printing and select appropriate printing technique to achieve required design outcome
		2.3	Select textile substrates and quantities according to design requirements
		2.4	Select stencil techniques, stencil types, masters, screen types, meshes and medium according to requirements of printing technique, substrate and design
3	**Apply screen printing procedure**	3.1	Set up workstation, tools and equipment according to specifications for work
		3.2	Prepare substrates and check against quality standards
		3.3	Prepare stencil masters, meshes and screens for printing according to requirements for selected printing technique
		3.4	Prepare printing set up
		3.5	Apply screen printing techniques to meet design specifications for sample and according to workplace procedures
4	**Produce textile printed sample**	4.1	Check strike off against design specifications to ensure quality standards are met
		4.2	Identify printing faults and production problems and determine causes

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4.3	Analyse printing process, technique and medium used to determine necessary modifications to printing techniques, processes or materials
4.4	Print sample
4.5	Finish screen print and complete housekeeping
4.6	Examine outcomes with appropriate personnel and discuss and document possible modifications to design
4.7	Complete required documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Appropriate personnel include	• trainers

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one or more of the following:

- colleagues
- mentors
- designers
- members of the design team

Stencil types include one or more of the following:

- basic stencils
- hand cut and hand drawn stencils
- photosensitive stencils
- autographic
- digitally generated stencils

Meshes include one or more of the following:

- mesh types:
  - material
  - nylon
  - polyester
  - metal
- colour:
  - white
  - yellow
  - red
  - size
  - mono or multi-filament

Screen printing tools and equipment include three or more of the following:

- squeegees
- blocks
- lino
- brushes
- knives
- bucket, sink or container
- mixers
- rulers and tape measures
- screen-cleaning equipment and chemicals
- vacuum boards
- carousel
- printing tables with registration systems
- exposure unit
- scales high pressure hose
- screen coaters
- fans

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- blow dryers
- light box
- slide projector
- overhead projector
- photocopier
- computer equipment
- computer-aided design (CAD) software

Printing problems and production faults include two or more of the following:

- uneven screen coating
- incorrectly stretched screen mesh
- poorly registered print
- inaccurate repeat measurements
- poor squeegee action
- insufficient print paste used
- off printing
- poor preparation of substrates
- inappropriate fixing of dyes and pigments
- poorly exposed screen
- poor quality colour separations

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD4005A Produce screen printed textiles

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD4005 Produce screen printed textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTD4005A Produce screen printed textiles

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- analysing design specifications and interpreting production requirements
- identifying and addressing faults
- determining effects of printing on woven and non-woven substrates
- making minor adjustments to equipment
- using printing techniques to achieve design effects on samples
- producing screen printed designs on at least three (3) different textiles
- analysing printing process, technique and medium used to determine necessary modifications to printing techniques, processes or materials
- examining outcomes with appropriate personnel and documenting possible modifications to design
- completing required documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- characteristics of fabrics
- information resources on fibres and fabrics
- printing techniques:
  - registered techniques:
    - multi-coloured
    - print rail
    - registration lays
    - placement printing
    - flatbed repeat printing
    - wet-on-wet
    - flood coat
    - dry pull

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- specific design and printing practices
- screen preparation:
  - reclaim
  - de-grease
  - wash and dry
  - apply emulsion
  - registration
  - attach master and expose to light source
- printing processes and practices
- different types of screens and meshes:
  - timber, steel and aluminium framed
  - butt, mitre, nailed, glued, screwed and welded
  - rectangle, rotary, hat and flat bed
- different types of medium:
  - inks
  - dyes
  - specialist inks
  - binders
  - extenders
  - reducers
  - additives
  - thermoset
  - sublimation
- woven and non-woven substrate characteristics
- stencil and printing techniques and equipment
- textile substrates:
  - knitted fabric
  - felt
  - woven fabrics, such as wool, cotton, linen and silk
  - t- shirts
- substrate preparation:
  - laundering
  - pre-shrinking
  - dying
  - pressing
  - stretching
  - stapling to print table
- design outcomes:
  - repeat patterns
  - border designs

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  - placement prints
  - engineered designs
  - banners
- finishing:
  - touch up and tape, as required
  - wash image clean and dry
  - curing and heat setting
  - hemming
  - labelling
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in producing screen printed textiles, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD4006 Source textile materials and resources

Modification History

Release 1. Supersedes and is equivalent to LMTTD4006A Source textile materials and resources

Application

This unit of competency covers the skills and knowledge required to source materials and resources that are required for production of textiles.

The unit of competency includes skills and knowledge required to locate and compare materials and resources needed for production.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to source textile materials and resources**	2.1	Identify required resources and apply research skills to locate textile resources
		2.2	Develop a shortlist of preferred suppliers that meet criteria and document details
		2.3	Analyse order and supply conditions and compare
		2.4	Confirm communication channels for supplier and establish communication processes for business operation
3	**Compare supply costs**	3.1	Analyse capacity of suppliers to meet price and quality requirements and compare
		3.2	Identify costs, including hidden costs of purchases
		3.3	Compare costs of purchasing direct from overseas suppliers, contractors or manufacturers, to purchasing from local suppliers
		3.4	Identify and compare payment options offered by suppliers
		3.5	Document findings according to workplace procedures
4	**Order and receive textile materials and resources**	4.1	Select suppliers for supply of materials and resources based on their ability to meet required specifications and competitiveness
		4.2	Complete orders and place with suppliers according to own and supplier business requirements
		4.3	Monitor orders and follow up to ensure that conditions will be met

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4.4 Receive orders and check quality and content against documentation

4.5 Process invoices for payment

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Resources includes:

- materials required for production of textile products from production specifications
- expertise required for production and assess in-house availability of skills
- supply criteria in order to meet production requirements
- researching textile suppliers in Australia and overseas
- range of textile services provided by suppliers and compare with supply criteria and production

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	specifications
Order and supply conditions include two or more of the following:	• minimum order requirements for suppliers • lead times • capacity of suppliers to meet order and delivery requirements • shipping and freight options
Materials include one or more of the following:	• knitted fabrics, including weft knits and warp knits • woven fabrics, including plain, twill, satin, doggy and jacquard • non-woven fabrics, such as felts, nets, braids, bonded and lace • raw materials • yarns • man-made materials • recycled materials • dyes • trims • screens
Suppliers include one or more of the following:	• wholesalers • importers • mills • jobbers • converters
Hidden costs include one or more of the following:	• minimum order requirements • shipping • wastage • quality • tariffs or duties

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD4006A Source textile materials and resources

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Links

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Assessment Requirements for MSTTD4006 Source textile materials and resources

Modification History

Release 1. Supersedes and is equivalent to LMTTD4006A Source textile materials and resources

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- identifying production resources used in the design and development of textiles
- undertaking research to identify and evaluate at least two (2) suppliers of textile materials and resources
- accessing and comparing Australian and overseas supply chains
- making comparisons based on quality, availability, cost and time requirements
- undertaking ordering of production requirements
- monitoring and receiving orders to ensure supply meets quality standards and order conditions
- applying workplace procedures
- maintaining records of suppliers.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- materials and resources required for production
- role of shipping and customs agents
- information resources on materials, resources and suppliers:
  - yellow pages
  - internet
  - trade directories
  - trade shows
  - networks
  - agents
  - trade magazines
- criteria for making comparisons
- supply criteria:

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    - availability of raw materials
    - timelines
    - quality standards
    - colour
    - quantity
    - reliability
    - communication channels
    - reputation
    - price
    - delivery schedule
- computer operations and internet research processes
- workplace practices and procedures for purchasing and receiving
- requirements of operations, such as:
    - development of textile product patterns
    - finishing
    - dyeing
    - knitting
    - weaving
    - illustration
    - tapestry
- local, national and international supply sources
- communication channels
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in sourcing textile materials and resources, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTTD4007 Analyse textile design influences

Modification History

Release 1. Supersedes and is equivalent to LMTTD4007A Analyse textile design influences

Application

This unit of competency covers the skills and knowledge required to analyse influences on textile design and production.

The unit of competency applies to research and analysis of historical and contemporary influences on textile designs and products and production processes. It includes principles and elements of design and characteristics of colour.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Analyse key influences on textile designs**	2.1	Identify significant historical events that have influenced textile design and analyse their effects
		2.2	Identify significant cultural influences on the development of textile design and analyse their effects
		2.3	Analyse contemporary influences on textile design
		2.4	Identify characteristics represented in textiles
		2.5	Analyse changes to production processes, including the effects of new and emerging technologies on textile designs
3	**Identify features of the design process**	3.1	Identify steps in responding to a design brief
		3.2	Identify commercial considerations in producing a design
		3.3	Identify elements of design
		3.4	Identify principles of design
4	**Source information on textile designs and products**	4.1	Identify possible sources of information on textile designs and products and determine means of accessing information
		4.2	Use information gathering tools according to workplace procedures
		4.3	Assess information for reliability to inform design processes
5	**Analyse textile**	5.1	Identify purpose and key features of textile product

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	construction techniques	5.2	Describe desired effects of design features
		5.3	Describe production techniques applied to create design features
		5.4	Identify use of production techniques in contemporary designs
6	**Identify characteristics of colour and prepare colour chart**	6.1	Investigate colour and identify dimensions
		6.2	Identify relationship between value and intensity and paint a colour chart
		6.3	Prepare colour wheel and shade scale according to colour mixing principles
		6.4	Implement colour matching of garment and garment items for production
		6.5	Inspect colour charts or check against quality standards and make any changes or adjustments, as required
		6.6	Complete documentation relating to colour charts
7	**Analyse influences on future directions in textiles**	7.1	Identify new or emerging textiles and examine features, benefits and likely uses
		7.2	Analyse trends and influences to identify possible changes in textile production and demand
		7.3	Identify and access sources of information relating to future directions and innovations in textile design to maintain currency of industry knowledge
		7.4	Present research information using industry appropriate presentation, communication tools and formats

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures includes one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)
- work instructions
- personal protective equipment (PPE)
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Design process includes one or more of the following:

- awareness level understanding of the process to respond to a work brief
- researching sources of information
- creating art and design work, including prototypes and first drafts
- using design tools, such as illustrations, software programs and modelling materials
- awareness of commercial concepts, such as:
  - type of production
  - costs
  - timing
  - equipment (available and needed)
  - marketing and sales
  - availability of raw materials and required resources

Tools include one or more of the following:

- audio visual equipment
- computer and web technologies
- telephone
- fax machine

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Purpose includes one or more of the following:	• artistic or creative • decorative • cultural • environmental • functional
Dimensions of colour include the following:	• value and tone • hue • chroma/intensity/clarity/saturation

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD4007A Analyse textile design influences

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD4007 Analyse textile design influences

Modification History

Release 1. Supersedes and is equivalent to LMTTD4007A Analyse textile design influences

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- identifying the principles and elements of design
- using a variety of different sources, tools and technology to research information on textile design influences
- accessing and evaluating research information from at least six (6) different types of sources
- analysing influences on textile production techniques
- preparing colour charts that support textile design for at least two (2) items or products
- identifying emerging or future directions for textiles, their uses and textile production
- identifying and accessing sources of information relating to future directions and innovations in textile design to maintain currency of industry knowledge
- presenting research information using industry appropriate presentation, communication tools and formats.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- impact of key historical events, cultural influences and contemporary influences
- historical events, such as:
  - wars
  - social change
  - technological developments (e.g. industrial revolution)
  - changes in global manufacturing, design and trade
- cultural influences, such as:
  - weaving of the Pueblo Indians
  - African textiles
  - Indonesian textiles (e.g. Batik and Ikat)
  - tapestries from Scandinavia
  - medieval textiles
  - Indian textiles (e.g. block printing and tie-dying)
- contemporary influences on textiles, such as:

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  - invention of new technologies
  - innovations in design and production
  - contemporary art movements
  - fashion trends
  - personal influences, such as career development and early influences
  - the supply and availability of raw materials
  - economic factors related to industry
  - climate
  - image of certain textiles
  - trend patterns of different textiles
  - recycling and sustainability
- characteristics represented in textiles, such as:
  - gender
  - nationality
  - religious status or affiliation
  - political status or affiliation
  - social or economic status
  - personal achievements
  - lineage
- textile production processes and impact of changes in technology
- elements of design:
  - line
  - shape and silhouette
  - colour
  - texture
  - value
- principles of design:
  - repetition
  - pattern
  - gradation
  - rhythm
  - radiation
  - harmony
  - contrast
  - dominance
  - proportion
  - balance
  - unity
- sources of information on textiles and textile products
- textile construction and production techniques

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- characteristics of colour
- new and emerging textiles and trends in textile design
- research techniques:
  - library
  - internet
  - journals and periodicals
  - books
  - reference manuals
  - television shows
  - documentaries
  - museums
  - galleries
  - workshops or studios
  - textile producers
  - yarn suppliers
  - industry councils or bodies
  - other industry professionals
- industry appropriate presentation media, communication tools and techniques
- communication tools:
  - inspiration board
  - storyboard
  - personal presentation
  - demonstration
  - models
  - samples
  - multimedia tools
  - print and audio tools
  - demonstration or exhibition:
- workplace procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in textile design influences, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD4008 Present and promote textile design concepts

Modification History

Release 1. Supersedes and is equivalent to LMTTD4008A Present and promote textile design concepts

Application

This unit of competency covers the skills and knowledge required to present and promote textile design concepts to clients or other industry professionals.

The unit of competency applies to using a range of communication and presentation skills and tools to present and promote textile design concepts to clients or other industry professionals.

The unit of competency applies to work in a production environment where design decisions impact on the work and where design concepts must be communicated to other industry professionals with a view to gaining agreement for further development.

Work is supervised and may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to present design concepts**	2.1	Analyse design brief to identify purpose of textile product and performance requirements
		2.2	Identify other key requirements for textile product
		2.3	Analyse priorities of client or industry professionals
		2.4	Identify purpose of presentation and select form of communication to maximise impact of design
		2.5	Negotiate presentation details to enable sufficient time for preparation
3	**Develop visual tools to communicate textile design concepts**	3.1	Identify sources of design ideas and the application of design principles to the textile design
		3.2	Develop inspiration or storyboards to visually demonstrate the process of design development and the key features of the design
		3.3	Select or develop other visual tools to positively demonstrate key features of textile design
4	**Prepare for presentation**	4.1	Select and prepare resources required for presentation
		4.2	Prepare presentation area as appropriate for audience needs and resource requirements, and according to workplace procedures
		4.3	Plan presentation to meet key objectives and client priorities

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5	**Conduct presentation**	5.1	Use effective presentation skills to explain benefits and features of design concepts and promote the product
		5.2	Explain production techniques and considerations for developing textile product
		5.3	Seek feedback on design concept, consider appropriate modifications to the design and respond positively
		5.4	Seek client's commitment to design concept or further development and confirm
		5.5	Document process and outcomes of the presentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS Practices

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Textile products include one or more of the following:

- tapestry
- knitted fabric or items
- woven fabric or items
- screen printed fabric or items
- experimental textile effects

Key requirements include one or more of the following:

- budget
- size specifications
- style requirements
- use of colour
- use of raw materials
- deadline
- production techniques

Industry professionals include one or more of the following:

- senior designers and patternmakers
- management
- buyers
- media
- curators
- marketing departments

Visual tools include one or more of the following:

- material samples
- product samples
- colour charts
- sketches or pictures
- finished products

Resources include one or more of the following:

- PowerPoint projector
- photocopies of graphs and other information
- whiteboard or drawing board
- feedback forms
- pens
- charts
- samples and swatches to be handed out
- photographs
- brochures

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD4008A Present and promote textile design concepts

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD4008 Present and promote textile design concepts

Modification History

Release 1. Supersedes and is equivalent to LMTTD4008A Present and promote textile design concepts

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- interpreting and responding to a design brief
- applying principles of design to design concept
- analysing design features and relating to needs and interests of audience
- collecting, creating and collating information, including inspiration and storyboards
- planning presentation to meet client needs, timeframe, location and resources
- presenting information to meet needs of audience and promote positive response
- applying appropriate verbal and non-verbal communication techniques
- seeking feedback and answering questions
- documenting process and outcomes.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- elements of design:
  - line
  - shape and silhouette
  - colour
  - texture
  - value
- principles of design:
  - repetition
  - gradation
  - rhythm
  - radiation
  - harmony
  - contrast

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    - dominance
    - proportion
    - balance
    - unity
- a range of textiles and their characteristics
- interests and communication needs of industry professionals
- a range of communication tools for presentation of design concepts
- principles and methods for composing inspiration boards
- key elements and approaches to storyboard composition
- principles of effective presentation and communication
- purpose of presentation:
    - to sell textile product
    - to sell design concept for textile product
    - to gain agreement for further development
    - to test textile design and gain feedback
    - to inform of intended processes
    - to promote talents and abilities of self or enterprise
    - to showcase textile products or resources
    - to demonstrate textile production processes
- communication tools:
    - written materials
    - pictures, diagrams, sketches and storyboards
    - audio-visual materials
    - demonstration, samples
    - verbal presentation (one on one or group contexts)
    - electronic tools
- goals and aspirations of audience
- priorities for client:
    - appealing to target market
    - price range
    - market position
    - construction strategies
    - promotion opportunities
    - themes
    - corporate goals
    - timing
    - international textile influences
    - usability for mass media
    - performance
    - quality

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    - uniqueness
    - creativity
- role of design features and benefits
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in presenting and promoting textile design concepts, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTTD4009 Assist in the development of textile designs

Modification History

Release 1. Supersedes and is equivalent to LMTTD4009A Assist in the development of textile designs

Application

This unit of competency covers the skills and knowledge required to assist with the development of designs for textiles products.

The unit of competency applies to assisting others to develop design concepts for textile products according to a specified brief. Work includes research, creation or adaptation of designs, and preparation of design concepts for presentation.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 **Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to develop textile designs**	2.1	Interpret design brief and clarify purpose of textile product
		2.2	Determine design requirements from brief
		2.3	Identify design constraints
		2.4	Analyse examples of textile products that meet aspects of the design brief to clarify design objectives
		2.5	Discuss brief with team members and establish design priorities
3	**Analyse technical requirements of design brief**	3.1	Research trends in yarns and raw materials used in similar textile products and compare against design requirements
		3.2	Assess technical requirements associated with textile production processes, within specified guidelines and according to workplace procedures
		3.3	Identify any additional expertise required for project
		3.4	Identify impacts of materials and processes on design
4	**Contribute to design concepts**	4.1	Develop preliminary concepts with others to explore possibilities
		4.2	Use storyboards, sketches or other tools used for textile designs to develop designs
		4.3	Apply principles of design and elements of design to development of design ideas
		4.4	Contribute ideas and discuss with team members to

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			enhance success of project
		4.5	Examine design ideas against design brief and select design for further development
		4.6	Develop sample textile product to test design concept
5	**Assist in the preparation of presentation materials**	5.1	Select techniques for presenting textile product design
		5.2	Develop support materials with team members to demonstrate features and benefits of textile design
		5.3	Document design details

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Textile products include one or more of the following:	• tapestries • knitted products • woven products • screen printed products • carpets
Research trends include one or more of the following:	• performance • colour • availability • care and maintenance requirements
Design requirements include two or more of the following:	• purpose • design specifications, such as colour, yarn type, size and patterns • production effects, such as warp, weft and tuft • quality standards • budget • timeline • pattern or images • reproducibility • uniqueness

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD4009A Assist in the development of textile designs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD4009 Assist in the development of textile designs

Modification History

Release 1. Supersedes and is equivalent to LMTTD4009A Assist in the development of textile designs

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- researching textile material and process trends
- assessing technical requirements of textile brief
- assisting with the preparation of preliminary design concepts
- developing at least two (2) sample textile product to test design concept
- producing sketches and other support materials manually or using computer-aided design (CAD) systems
- developing support materials with team members to demonstrate features and benefits of textile design
- documenting design details.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- the elements and principles of design and how they are used to create good design in the textiles industry
- elements of design:
  - line
  - shape and silhouette
  - colour
  - texture
  - value
- principles of design:
  - repetition
  - gradation
  - rhythm
  - radiation

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    - harmony
    - contrast
    - dominance
    - proportion
    - balance
    - unity
- global and local trends
- textile product construction
- research sources
- colour or colour mix and interpretation
- fabrics, fibres, yarns, accessories and their properties and characteristics
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in development of textile designs, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD4010 Apply manipulation techniques to create experimental textile samples

Modification History

Release 1. Supersedes and is equivalent to LMTTD4010A Apply manipulation techniques to create experimental textile samples

Application

This unit of competency covers the skills and knowledge required to use manipulation techniques to create a variety of different effects using fabrics, fibres and other materials for 2-D and 3-D design effects.

The unit of competency applies to the manipulation of a range of fibres, fabrics and other material used in the production of garments, accessories, interior and exterior applications, commissioned textiles and objects.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to apply manipulation techniques**	2.1	Identify types of manipulation
		2.2	Describe effects of manipulation on different materials
		2.3	Describe processes used to achieve different manipulations
		2.4	Prepare tools and equipment to apply a range of manipulation techniques
3	**Identify uses of manipulation in design process**	3.1	Describe uses of manipulation to inform and inspire design
		3.2	Describe role of manipulation as a production tool
		3.3	Describe effect of manipulation on the design
4	**Manipulate textiles to produce work sample**	4.1	Apply manipulation techniques to a variety of textiles and textile products
		4.2	Analyse process to assess outcome
		4.3	Modify manipulation, as required
		4.4	Produce work samples of manipulated textiles
		4.5	Implement workplace procedures in manipulation of fabrics
		4.6	Use industry appropriate tools to document techniques to manipulate textiles and their effects, and retain for future reference

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Types of manipulation include three or more of the following:

- crushing
- heat application
- tucking
- pleating
- shrinking
- dyeing
- off loom weaving
- painted and printed warps
- tie dye techniques
- felt making
- paper making
- embroidery
- knotting
- looping

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Materials include two or more of the following:	• knitted fabrics, including weft knits and warp knits • woven fabrics, including plain, twill, satin, dobby and jacquard • non-woven fabrics, such as felts, nets, braids, bonded and lace • raw materials • yarns • man-made materials • recycled materials
Tools and equipment include one or more of the following:	• poles for Shibori • looms floor and table • paper making kits • tables and chairs • access to wet areas • dye pots hot and cold
Industry appropriate documentation techniques include one or more of the following:	• photographic display • storyboards • collection of samples • filmed demonstration • electronic data • written documentation • instructions • formulae/recipes • file notes

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD4010A Apply manipulation techniques to create experimental textile samples

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD4010 Apply manipulation techniques to create experimental textile samples

Modification History

Release 1. Supersedes and is equivalent to LMTTD4010A Apply manipulation techniques to create experimental textile samples

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures and safe work practices
- undertaking a minimum of three (3) types of manipulation to create 2-D and 3-D design effects, on at least two (2) occasions
- undertaking manipulations on a range of fabrics and fibres with different characteristics
- creating work samples of manipulated textiles
- analysing performance characteristics
- using tools and equipment associated with manipulating fabrics
- documenting process and outcomes using industry appropriate tools
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- uses and performance characteristics of fibres and fabrics
- information resources on fibres and fabrics
- types of manipulation and effects on materials
- material used in the production of garments, accessories, interior and exterior applications, commissioned textiles and objects
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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  - have vocational competency in applying manipulation techniques to create experimental textile samples, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD4011 Estimate costs for development of textile designs

Modification History

Release 1. Supersedes and is equivalent to LMTTD4011A Estimate costs for development of textile designs

Application

This unit of competency covers the skills and knowledge required to estimate costs associated with the development and production of textile designs.

The unit of competency applies to cost estimating for development of designs for textile products, including sample production.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to estimate costs**	2.1	Analyse product and design specifications and determine yarn and other material requirements
		2.2	Analyse production requirements to determine impact on material selection and costs
		2.3	Identify costing factors to consider when purchasing materials for textile products and related production requirements
		2.4	Identify market forces that affect costing for the textiles industry and consider in line with purchasing requirements
3	**Calculate material costs for producing textile products**	3.1	Estimate costs of materials for textile sample production
		3.2	Compare similar products from different price points within textiles industry and identify any production differences
		3.3	Identify hidden costs in sample production
		3.4	Calculate differences in costs for sample and bulk production and compare
		3.5	Document material cost estimate details for textile production
4	**Determine labour costs for producing textile products**	4.1	Identify labour required for textile product production
		4.2	Calculate labour costs for production of sample and bulk production and compare
		4.3	Identify different methods of utilising labour in the textile industry and compare

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		4.4	Document labour cost estimate details for textile production
5	**Complete cost estimate**	5.1	Use production specifications and information to identify components of costing sheets
		5.2	Develop costing sheets for sample or bulk production to meet textile industry standards
		5.3	Check costing sheets against production requirements and budget information and complete according to industry standards and workplace procedures
		5.4	Finalise cost estimates, communicate with relevant personnel and complete all documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

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	• WHS practices
Costing factors include the following:	• variable costs (e.g. materials) • fixed costs (e.g. overheads) • profit • industry and quality standards
Hidden costs include one or more of the following:	• sample textiles not included in costing of bulk production • equipment costs for short runs • labour costs for short runs
Different methods of utilising labour include one or more of the following:	• subcontractors • offshore production
Components of costing sheets include the following:	• date • style/design number • dimension • extras (e.g. printing and embroidery) • labour • freight and shipping • packaging • overheads • labels • yarn type • dye or colour

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD4011A Estimate costs for development of textile designs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD4011 Estimate costs for development of textile designs

Modification History

Release 1. Supersedes and is equivalent to LMTTD4011A Estimate costs for development of textile designs

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- accessing and interpreting information related to production of textiles, including materials and labour costs
- identifying costing factors, including industry and quality standards
- performing calculations for all costs, including cost of sample and bulk production, material cost estimates and different sources of labour, on at least two (2) occasions
- comparing and analysing costing information and evaluating information to develop cost estimates in line with requirements
- developing costing sheets for sample or bulk production to meet textile industry standards
- checking costing sheets against production requirements and budget information, and completing according to industry standards and workplace procedures
- finalising cost estimates, communicating with relevant personnel and completing all documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- industry standards for costing specifications
- costing components:
  - raw materials
  - printing
  - machinery and equipment
  - labour
  - overheads
  - extras (e.g. trims, fibres and dyes)
  - other materials required for production
- textile products:
  - tapestries

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    - knitted products
    - woven products
    - screen printed products
    - carpets
- pattern or design terminology
- style features
- market forces:
    - market demand for textile products (e.g. one-offs, samples and large scale production)
    - supply of raw materials
    - international competition
- quality standards and practices
- sequence of operations
- production requirements:
    - timelines
    - budget
    - quality standards
    - quantity
    - performance
    - use of machinery and processes
- labour requirements, such as:
    - designers
    - machinists
    - weavers
    - knitters
    - screen printers
    - dyers
    - patternmakers
    - quality controllers
    - quality control
    - packaging
    - marketing and sales
    - transportation
    - machine operators
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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- have vocational competency in estimating costs for development of textile designs, at least to the level being assessed, with relevant industry knowledge and experience.

- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD4012 Analyse use of colour in textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTD4012A Analyse use of colour in textiles

Application

This unit of competency covers the skills and knowledge required to analyse and apply colour theory to the design process for textile products.

The unit of competency applies to the analysis of colour theory principles and elements, and experimentation with colour to inform textile design process and produce new colour schemes.

Work is supervised and may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

MSTTD4002 Prepare stencils and screens for textile printing

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to analyse use of colour**	2.1	Examine effects of colour dimensions
		2.2	Identify relationship of colour theory to textile design process
		2.3	Analyse visual or optical effects of colour
		2.4	Collect and compare samples of textile products that demonstrate different visual effects, and apply workplace procedures
		2.5	Analyse effects of colour used in textiles
3	**Analyse suitable colour combinations to use in textile design**	3.1	Develop colour combinations using computer software or manual processes
		3.2	Use colour wheel and colour charts to assist colour investigations
		3.3	Identify and illustrate new colour schemes
4	**Explore colour in textile design**	4.1	Identify different colour uses and compare for impact
		4.2	Investigate colour forecasting options
		4.3	Document colour investigations for future reference

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Dimensions of colour include the following:	• value or tone • hue • chroma/ intensity/ clarity/saturation
Visual or optical effects include two or more of the following:	• size • density • value • visual mixing • simultaneous contrast • motion • texture
Colour combinations include two or more of the following:	• complementary or contrasting • analogous or harmonious • triad • monochromatic

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD4012A Analyse use of colour in textiles

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD4012 Analyse use of colour in textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTD4012A Analyse use of colour in textiles

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- identifying uses of colour in textile designs
- preparing and using colour wheels and colour charts for at least two (2) textile samples
- using appropriate tools and equipment
- collecting and comparing at least ten (10) samples of textile products that demonstrate different visual effects
- using at least three (3) pieces of fabric to colour match all components to complement, such as zip, buttons, threads, linings and other appropriate trims
- documenting colour investigations for future reference
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- colour wheels and colour charts
- dimensions of colour
- visual or optical effects of colour
- uses of colour in textile designs
- characteristics of different fibres and fabrics
- tools and equipment for experimenting with colour
- workplace procedures
- documentation and record keeping.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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- have vocational competency in analysing use of colour in textiles, at least to the level being assessed, with relevant industry knowledge and experience.

- Where possible assessment must occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions that cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD5001 Design and produce knitted textile products

Modification History

Release 1. Supersedes and is equivalent to LMTTD5001A Design and produce knitted textile products

Application

This unit of competency covers the skills and knowledge required to develop designs and produce knitted textile products to meet a specified design brief.

This unit of competency applies to interpreting and analysing a design brief and developing a design for a knitted product, such as a garment, furnishing, accessories or fabric. The design brief may be determined by a client, trainer or supervisor and may be applied to a particular context within the textile industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTTD4001 Produce knitted textile samples

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to design and produce knitted textile products**	2.1	Interpret design requirements and specifications from brief and analyse elements of design
		2.2	Develop design to meet design brief and in accordance with principles of design and product purpose
		2.3	Use communication tools to present knit design for feedback
		2.4	Respond to feedback, adjust design accordingly and confirm design for production
		2.5	Plan production of knitted design sample
3	**Produce knitted design sample**	3.1	Set up workstation, tools and equipment according to specifications
		3.2	Check yarns to be knitted against quality standards
		3.3	Undertake knitting techniques to meet design specifications for sample and according to workplace procedures
		3.4	Check knitted sample to ensure it meets quality standards
4	**Evaluate design and production processes**	4.1	Assess knitted sample against design specifications, pattern and design brief
		4.2	Identify knit faults and recognise design or production problems
		4.3	Analyse design and evaluate to identify opportunities for

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improvement

4.4 Evaluate production process to identify opportunities for improvement

4.5 Document process and improvements

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Knitted products include one or more of the following:	• garments • home furnishings • accessories (e.g. scarves and bags) • jacquard fabrics
Plan production includes the	• identifying technical aspects of production

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following:	• completing specification sheet to guide production • undertaking calculations to determine material and yarn quantities • developing knit pattern • selecting and preparing materials, tools and equipment required for production
Technical aspects include one or more of the following:	• lace patterns • cut and sew techniques • row knitting • punch card lace • computer cards
Materials and yarns include one or more of the following:	• cotton • buttons and components • wool • nylon • acrylic • polypropylene • polyester • cotton • viscose • blends • silks • linen • lurex
Knitting sample includes one or more of the following:	• complete garment • sample fabrics
Knitting tools and equipment include one or more of the following:	• knitting machines • punch card • blocking board • double bed colour changer • sewing machine • overlocker • garter bar and deco • computer cards

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Knitting techniques include one or more of the following:	• flat knitting • circular knitting • sock knitting • weft knits • warp knits • plain, purl, double and tricot knit • jacquard
Analyse and evaluate design includes one or more of the following:	• skill and efficiency • variation of knit effects • compatibility of finishing procedures to design function • quality • suitability of materials

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD5001A Design and produce knitted textile products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD5001 Design and produce knitted textile products

Modification History

Release 1. Supersedes and is equivalent to LMTTD5001A Design and produce knitted textile products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- analysing and interpreting design brief
- developing design to meet design brief and in line with principles of design and product purpose
- using communication tools to present knit design for feedback
- evaluating and modifying designs
- determining production requirements
- using knitting tools and equipment with a variety of yarn types
- producing at least two (2) textile design products to meet design specifications
- evaluating quality, identifying faults, addressing design and production problems and determining opportunities for improvement
- documenting process and improvements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- elements of knitting design:
  - line
  - shape and silhouette
  - colour
  - texture
  - value
- principles of design:
  - repetition
  - gradation
  - rhythm
  - radiation

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    - harmony
    - contrast
    - dominance
    - proportion
    - balance
    - unity
- information resources on fibres and fabrics
- knit modification techniques
- knitting machine techniques
- yarn characteristics
- typical fault conditions:
    - holes
    - foreign matter
    - creasing
    - lines
    - runs
- fault-finding procedures
- types and styles of knitted fabrics
- simple equipment maintenance techniques
- specification sheets:
    - budget
    - type of product
    - style requirements (yarns, fibres, colours and knitting technique)
    - application
    - timeline
    - design restrictions or conditions
    - yarn costs
    - weight and drape of fabric
    - colour ways
    - fashion trends
- communication tools:
    - inspiration board
    - storyboard
    - design concepts
    - research information
    - multimedia tools
    - yarn samples
    - colour chips
    - colour and fashion forecasting references
    - illustrations

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    - production sketches
- quality practices
- workplace practices
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in designing and producing knitted textile products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD5002 Design and produce woven tapestry products

Modification History

Release 1. Supersedes and is equivalent to LMTTD5002A Design and produce woven tapestry products

Application

This unit of competency covers the skills and knowledge required to develop designs and produce woven tapestry products to meet a specified design brief.

This unit of competency applies to interpreting and analysing a design brief and developing a design for woven tapestry products, such as miniatures, large commissions, shaped tapestries, interior or exterior applications, domestic objects and wall pieces.

The design brief may be determined by a client, trainer or supervisor and may be applied to a particular context within the textile industry. The design brief includes specifications for the woven tapestry product and design may be developed using manual or computer-aided design (CAD) tools.

Work may be conducted in small to large-scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTTD4004 Produce woven tapestry samples

Competency Field

Textile design and development

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to design and produce woven tapestry products**	2.1	Interpret design requirements and specifications from brief and analyse elements of design
		2.2	Develop design to meet design brief and in line with principles of design and product purpose
		2.3	Use communication tools to present tapestry design for feedback
		2.4	Respond to feedback, adjust design accordingly and confirm design for production
		2.5	Plan production of woven tapestry design sample
3	**Produce woven tapestry design sample**	3.1	Set up workstation, tools and equipment according to specifications
		3.2	Check yarns to be woven against quality standards
		3.3	Undertake tapestry techniques to meet design specifications for sample and according to workplace procedures
		3.4	Check tapestry sample to ensure it meets quality standards, including colour density, yarn suitability and warp to weft ratio
4	**Evaluate design**	4.1	Assess tapestry sample against design specifications,

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and production processes		cartoon and design brief
	4.2	Identify tapestry faults and recognise design or production problems
	4.3	Analyse design and evaluate to identify opportunities for improvement
	4.4	Evaluate production process to identify opportunities for improvement
	4.5	Document process and improvements

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Tapestry products include	• miniatures • large commissions

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one or more of the following:	• shaped tapestries • interior or exterior applications • domestic objects • wall pieces • home furnishings
Plan production of woven tapestry design sample includes:	• identifying technical aspects of production • completing specification sheet to guide production • undertaking calculations to determine yarn quantities • developing tapestry cartoon • selecting and preparing materials, tools and equipment required for production
Sample tapestry includes one or more of the following:	• complete tapestry • sample tapestry

Yarns include one or more of the following:	• weft yarns:
	  • wool
	  • cotton
	  • silk
	  • novelty yarns
	• warp yarns:
	  • cotton
	  • seine
	  • twine

Tapestry tools and equipment include one or more of the following:	• loom • bobbins • scissors • cotton • seine • twine • weft yarn • plumb bob • spirit level • marking pen • ruler • masking tape • tapestry needles

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	• CAD programs • computer equipment
Tapestry weaving techniques include one or more of the following:	• hitching on and off • plain weave in open and closed passes • high and low turns • weaving of simple shapes (triangles, curves and circle) • hatching methods, regular and random • colour blending and tonal gradation • half passing • joins • soumak, knot and surface texture
Analyse and evaluate design includes one or more of the following:	• skill and efficiency • variation of tapestry effects • compatibility of finishing procedures to design function • quality • suitability of materials

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD5002A Design and produce woven tapestry products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD5002 Design and produce woven tapestry products

Modification History

Release 1. Supersedes and is equivalent to LMTTD5002A Design and produce woven tapestry products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- analysing and interpreting design brief
- developing design to meet design brief and in line with principles of design and product purpose
- using communication tools to present tapestry design for feedback
- evaluating and modifying designs
- determining production requirements
- producing at least two (2) tapestry design products to meet design specifications
- using a variety of yarn types
- assessing tapestry against design specifications, cartoon and design brief
- evaluating quality, identifying faults, addressing design and production problems and determining opportunities for improvement
- documenting process and improvements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- elements of tapestry design:
  - line
  - shape and silhouette
  - colour
  - texture
  - value
- principles of design:
  - repetition
  - gradation
  - rhythm

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    - radiation
    - harmony
    - contrast
    - dominance
    - proportion
    - balance
    - unity
- characteristics of yarns
- information resources on fibres and fabrics
- historical tapestry techniques
- contemporary trends in tapestry
- tapestry modification techniques
- tapestry techniques
- typical tapestry fault conditions:
    - shrinkage or ballooning of edges
    - exposure of warp
    - holes
    - foreign matter
- fault-finding procedures
- types and styles of tapestries
- simple equipment maintenance techniques
- specification sheets:
    - budget
    - type of product
    - style requirements (yarns, fibres and colours)
    - application
    - timeline
    - design restrictions or conditions
    - yarn costs
    - weight and drape of fabric
    - colour ways
    - fashion trends
- communication tools:
    - inspiration board
    - storyboard
    - design concepts
    - research information
    - multimedia tools
    - yarn samples
    - colour chips

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- colour and fashion forecasting references
- illustrations
- production sketches
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in designing and producing woven tapestry products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD5003 Design and produce woven products

Modification History

Release 1. Supersedes and is equivalent to LMTTD5003A Design and produce woven products

Application

This unit of competency covers the skills and knowledge required to develop designs and produce woven products to meet a specified design brief.

This unit of competency applies to interpreting and analysing a design brief and developing a design for woven products, such as garments, textile products or accessories, and fabrics.

The design brief may be determined by a client, trainer or supervisor and may be applied to a particular context within the textile industry. The design and subsequent calculations and analyses may be undertaken manually or by using computer-aided design (CAD) programs.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTTD4003 Produce woven textile samples

Competency Field

Textile design and development

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to design and produce woven products**	2.1	Interpret design requirements and specifications from brief and analyse elements of design
		2.2	Develop design to meet design brief and in line with principles of design and product purpose
		2.3	Use communication tools to present woven design for feedback
		2.4	Respond to feedback, adjust design accordingly and confirm design for production
		2.5	Plan production of woven design sample
3	**Produce woven design sample**	3.1	Set up workstation, tools and equipment according to specifications
		3.2	Check yarns to be woven against quality standards
		3.3	Undertake weaving techniques to meet design specifications for sample and according to workplace procedures
		3.4	Check woven sample to ensure quality standards are met, including testing for accuracy of pattern repeat, colour or placement and yarn suitability
4	**Evaluate design**	4.1	Assess woven sample against design specifications,

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and production processes		pattern and design brief
	4.2	Identify weaving faults and recognise design or production problems
	4.3	Analyse design and evaluate to identify opportunities for improvement
	4.4	Evaluate production process to identify opportunities for improvement
	4.5	Document process and improvements

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Woven products include one	• garments • textile products

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or more of the following:	• fabrics • home furnishings • accessories (e.g. scarves and bags) • jacquard fabrics
Plan production of woven design sample includes:	• identifying technical aspects of production • completing specification sheet to guide production • undertaking calculations to determine yarn quantities • developing pattern to achieve specifications • selecting and preparing materials, tools and equipment required for production
Weaving technical aspects include one or more of the following:	• balance and set requirements • density requirements • ends per inch • total number of ends • number of shafts required • number of weft colours used • number of warp colours used • conversion to peg plan

Yarns include one or more of the following:	• singles yarns
	• plied yarns:
	  • wool
	  • cotton
	  • silk
	  • novelty
	  • synthetics
	  • metallics
	  • unspun fleece
	  • rovings
	  • rag strips
	  • hand spun
	  • ribbon
	  • silk tops
	  • nylon filament

Woven sample includes one	• complete woven product • sample weave

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or more of the following:

Weaving tools and equipment include one or more of the following:	• six and eight shaft loom • warping mills • fly shuttles • double beam looms • jacquard looms • dobby looms • counter-marche looms • draw looms • CAD equipment
Weaving techniques include one or more of the following:	• plain weave • twill weave • satin or sateen weave • double weaves • brocade weaves • warp faced weaves • weft faced weaves
Analyse and evaluate design includes one or more of the following:	• skill and efficiency • variation of warp treatments • variation treadlings • compatibility of finishing procedures to design function • quality • suitability of materials

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD5003A Design and produce woven products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD5003 Design and produce woven products

Modification History

Release 1. Supersedes and is equivalent to LMTTD5003A Design and produce woven products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- analysing and interpreting design brief
- developing design to meet design brief and in line with principles of design and product purpose
- using communication tools to present woven design for feedback
- evaluating and modifying designs
- determining production requirements
- producing at least two (2) woven design products to meet design specifications
- using a variety of yarn types
- testing accuracy of weaving pattern
- evaluating quality and addressing design and production problems
- evaluating quality, identifying faults, addressing design and production problems and determining opportunities for improvement
- documenting process and improvements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- elements of woven design:
  - line
  - shape and silhouette
  - colour
  - texture
  - value
- principles of design:
  - repetition
  - gradation

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    - rhythm
    - radiation
    - harmony
    - contrast
    - dominance
    - proportion
    - balance
    - unity
- characteristics of yarns
- information resources on fibres and fabrics
- computer-aided design (CAD) applications
- weaving modification techniques
- weaving loom techniques
- weaving looms and equipment
- typical fault conditions:
    - incorrect warp tension
    - broken warp threads
    - incorrect beating of weft
    - incorrect threading, tie-up, treadling of design
    - incorrect use of materials
    - incorrect use of equipment
    - holes
    - foreign matter
    - creasing
    - lines
    - runs
- fault-finding procedures
- types and styles of woven fabrics
- simple equipment maintenance techniques
- specification sheets:
    - budget
    - type of product
    - style requirements (yarns, fibres and colours)
    - application
    - timeline
    - design restrictions or conditions
    - yarn costs
    - weight and drape of fabric
    - colour ways
    - fashion trends

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- communication tools:
  - inspiration board
  - storyboard
  - design concepts
  - research information
  - multimedia tools
  - yarn samples
  - colour chips
  - colour and fashion forecasting references
  - illustrations
  - production sketches
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in designing and producing woven products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD5004 Design and produce experimental textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTD5004A Design and produce experimental textiles

Application

This unit of competency covers the skills and knowledge required to apply experimental processes to design and produce original textiles in response to a design brief.

The unit of competency applies to developing creative and original design concepts using manipulation techniques to create different effects on fibres, fabrics and other materials.

The design brief may be applied to a particular context within the textile industry. The design and subsequent calculations and pattern development may be created manually or by using computer-aided design (CAD) programs.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Develop original textile product design**	2.1	Identify and analyse requirements or parameters for design and application
		2.2	Conduct research to generate and explore design ideas
		2.3	Select design concept and communication tools to present design concept to appropriate personnel for feedback
		2.4	Respond to feedback and modify design concept as required
3	**Prepare for manipulation process**	3.1	Identify materials and manipulation techniques to achieve desired effect
		3.2	Identify processes and technical aspects of production to achieve different manipulations
		3.3	Complete specification sheet to guide production
		3.4	Undertake calculations, as required, to determine textile and material quantities
		3.5	Source materials and select and prepare tools and equipment required for production
4	**Manipulate materials to produce experimental samples**	4.1	Set up workstation according to specifications for work
		4.2	Check textiles and materials to be manipulated against quality standards
		4.3	Undertake 2-D and 3-D manipulation techniques to

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			achieve design effects for sample and according to workplace procedures
		4.4	Identify material or process faults and determine and address probable cause
5	**Evaluate design and production processes**	5.1	Assess manipulated textile sample against design concept and specifications
		5.2	Analyse and evaluate design to identify opportunities for improvement
		5.3	Evaluate manipulation techniques to identify opportunities for improvement
		5.4	Explore modifications to design or process using CAD or other design tools and communicate with appropriate personnel
		5.5	Finalise modifications and design and document all processes and improvements

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for

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	maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Research includes one or more of the following:	• library • internet • journals • articles • visits to galleries and museums • technical files • visual diary work
Explore design ideas includes one or more of the following:	• using CAD or other design tools • developing design concepts • reviewing against requirements • considering application, principles of design and elements of design
Experimental textiles include one or more of the following:	• wearable products • garments • accessories • domestic textile products • giftware • small and large scale interior/exterior applications • public art pieces • commissioned objects • conceptual pieces for exhibition • 2-D and 3-D functional and non-functional objects • commissioned objects

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Materials include one or more of the following:

- knitted fabrics, including knit weave and patterned knits, warp knits and weft knits
- woven fabrics, including plain, twill, satin, dobby and jacquard
- non-woven textiles, such as felts, nets, braids, bonded, paper and cardboard
- raw materials
- yarns
- man-made materials
- recycled materials

Appropriate personnel include one or more of the following:

- clients
- supervisor
- trainer or mentor
- designers
- production supervisors
- colleagues and other workers
- curators
- gallery owners
- architects
- interior designers

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Tools and equipment include one or more of the following:

- screens
- squeegees
- exposure unit
- printing tables or work tables
- chairs
- dye pots (hot and cold)
- hot plates
- access to wet areas
- shibori poles
- needle and thread
- cutting mats and rules
- knives, secateurs and other cutters
- power tools
- hand tools
- looms and frames
- knitting machines and accessories
- linker
- overlocker
- sewing machine
- iron
- ironing board
- printing press
- mounting and display equipment

Manipulation techniques include one or more of the following:

- crushing
- heat application
- tucking
- pleating
- shrinking
- dyeing
- off loom weaving
- weaving on made frames
- painted and printed warps
- tie dye techniques
- sculptural techniques
- beading
- embroidery
- macramé
- crochet
- folding
- cutting

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	• reconstruction • assemblage • knotting • looping • felt making • basket making • papermaking • bookmaking
Analyse and evaluate design includes one or more of the following:	• skill and efficiency • variation of manipulation effects • quality • suitability of materials

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD5004A Design and produce experimental textiles

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD5004 Design and produce experimental textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTD5004A Design and produce experimental textiles

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- conducting research to generate and explore design ideas
- selecting design concept and communication tools to present design concept to appropriate personnel for feedback
- responding to feedback and modifying design concept as required
- determining effects of manipulating textiles and other materials
- undertaking 2-D and 3-D manipulation techniques to achieve design effects for at least two (2) samples and according to workplace procedures
- determining production requirements
- evaluating and modifying design and manipulation process
- exploring modifications to design or process using computer-aided design (CAD) or other design tools and communicating with appropriate personnel
- finalising modifications and design and documenting all processes and improvements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- uses and performance characteristics of fibres, fabrics and other materials
- elements of design:
  - line
  - shape and silhouette
  - colour
  - texture
  - value
- principles of design:
  - repetition
  - gradation

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    - rhythm
    - radiation
    - harmony
    - contrast
    - dominance
    - proportion
    - balance
    - unity
- role of manipulation as a production tool
- effect of manipulation on textiles and materials
- tools and equipment associated with manipulating fabrics and other materials
- design tools:
    - sketches
    - illustrations
    - models
    - samples
    - fibres and fabrics
- effects of manipulation on design
- requirements of design brief:
    - purpose
    - design specifications, such as colour, yarn type, size and patterns
    - quality standards
    - budget
    - timeline
    - pattern or images
    - reproducibility
    - uniqueness
- information resources on fibres, fabrics and other materials
- communication tools:
    - inspiration board
    - storyboard
    - design concepts
    - research information
    - multimedia tools
    - yarn samples
    - colour chips
    - colour and fashion forecasting references
    - illustrations
    - production sketches
- quality practices

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- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in designing and producing experimental textiles, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD5005 Design and produce printed textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTD5005A Design and produce printed textiles

Application

This unit of competency covers the skills and knowledge required to apply complex textile printing techniques and processes when interpreting and responding to a specified design brief.

The unit of competency applies to a design brief that may be applied to a particular context within the textile industry. The design brief includes specifications for the printed product and may be created manually or by using computer-aided design (CAD) programs.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 **Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Develop print design**	2.1	Determine design brief and analyse requirements and specifications to determine parameters for printed textile
		2.2	Select dyes or pigments, colours and fabric substrates to meet design brief
		2.3	Conduct research to generate and explore design ideas
		2.4	Select design concept and communication tools to present design concept to appropriate personnel for feedback
		2.5	Respond to feedback and modify design concept, as required
3	**Prepare for print production**	3.1	Source and prepare materials and equipment required for production
		3.2	Identify technical aspects of production
		3.3	Complete specification sheet to guide production
		3.4	Select artwork or develop for screen printing applications on textiles
		3.5	Select and prepare fabrics, colour separations and stencils
4	**Produce printed product**	4.1	Create sample to test accuracy of colour separations, repeat pattern colour, placement and registration
		4.2	Analyse and evaluate sample and modify technical or design elements, as required, to meet design specifications

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4.3 Use tools and equipment to print final product according to workplace procedures

4.4 Monitor printing to identify and resolve problems or faults

4.5 Document processes and effects to ensure exact outcome can be replicated

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Appropriate personnel include one or more of the following:

- clients
- supervisor
- trainer or mentor
- designers

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	• production supervisors • colleagues and other workers
Materials for printing include one or more of the following:	• appropriate textile substrates (cotton, wool, silk and hemp) • appropriate stencil materials (hand cut, photographic, acetate and digital) • dyes and pigments
Equipment for printing includes one or more of the following:	• screens • squeegees • exposure tables • printing tables
Analyse and evaluate design includes one or more of the following:	• skill and efficiency • material requirements calculations • finishing procedures • design resolution • quality • suitability of materials
Products for printing include one or more of the following:	• garments • furnishing fabrics • domestic textile products • accessories • giftware • fabrics

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD5005A Design and produce printed textiles

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD5005 Design and produce printed textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTD5005A Design and produce printed textiles

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- analysing design requirements or parameters
- creating and producing at least two (2) print designs
- applying screen printing techniques
- testing and evaluating design in sample production
- using tools and equipment associated with printing fabric substrates
- resolving design and production problems
- creating sample to test accuracy of colour separations, repeat pattern colour, placement and registration
- analysing and evaluating sample and modifying technical or design elements as required to meet design specifications
- using tools and equipment to print at least two (2) printed textiles according to workplace procedures
- monitoring printing to identify and resolve problems or faults
- documenting processes and effects to ensure exact outcome can be replicated.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- research and sources of design inspiration:
  - library
  - internet
  - journals
  - articles
  - visits to galleries and museums
  - technical files
  - visual diary work
- uses and characteristics of fabrics, fibres and yarns and fabric substrates

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- principles and elements of design
- exploration of design ideas, such as:
  - using computer-aided design (CAD) or other design tools
  - developing design concepts
  - reviewing against requirements
  - considering application, principles of design and elements of design
- effect of printing on textiles and materials
- technical aspects of printing on textiles:
  - specific screen and mesh selection
  - stencil types
  - pre-production processes
  - screen reclamation
  - appropriate dyes or pigments for substrates
  - appropriate finishing techniques (steaming, heat setting, washing and sewing)
  - appropriate quality processes (wash tests, light fastness and rub testing)
  - screen faults (pin holes and poor image)
- tools and equipment associated with printing fabrics and other materials
- textile printing techniques
- requirements or parameters:
  - purpose
  - design specifications, such as colour, yarn type, size and patterns
  - quality standards
  - budget
  - timeline
  - pattern or images
  - reproducibility
  - uniqueness
- specifications:
  - budget
  - type of product
  - style requirements, colours and printing technique
  - application
  - timeline
  - design restrictions or conditions
  - yarn type
  - fabric substrate
- communication tools:
  - inspiration board
  - storyboard
  - design concepts

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- research information
- multimedia tools
- yarn samples
- colour chips

- information resources on fibres, fabrics, materials and printing
- effects of printing on design
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in designing and producing printed textiles, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD5006 Exhibit textile designs or products

Modification History

Release 1. Supersedes and is equivalent to LMTTD5006A Exhibit textile designs or products

Application

This unit of competency covers the skills and knowledge required to plan, prepare and set up exhibits of textile products.

This unit of competency applies to planning and undertaking an exhibition of textile products, such as fabrics, tapestries, woven or knitted products or conceptual pieces. Products may be exhibited in local outlets, such as galleries, shops, art centres or client premises, and may include digital folios and displays.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 **Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to exhibit textiles**	2.1	Determine exhibition requirements
		2.2	Investigate suitable locations for exhibition in line with types of displays, size and scope of exhibition and needs of target audience
		2.3	Document requirements
		2.4	Plan exhibition
		2.5	Consult appropriate personnel to ensure plans are viable and resolve any planning issues
		2.6	Finalise plans to ensure all obligations and considerations are addressed
3	**Prepare works for exhibition**	3.1	Select and prepare textile products with a variety of treatments or manipulation effects for exhibition
		3.2	Identify, document and implement suitable method of cataloguing, labelling, pricing and selling products for display
		3.3	Oversee transfer, installation, hanging and arranging of works to ensure presentation and aesthetic requirements are achieved, and according to workplace procedures
		3.4	Resolve problems arising during set-up and document for future reference
4	**Exhibit products and evaluate event**	4.1	Introduce and explain exhibition to the audience using appropriate communication tools and techniques
		4.2	Monitor audience response to exhibition, and encourage and respond to feedback

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4.3	Close exhibition, assess finances, and coordinate dismantling and transfer of displays and equipment
4.4	Finalise event with venue management, including payment arrangements
4.5	Evaluate overall effectiveness of exhibition
4.6	Document evaluation of exhibition to inform future exhibition planning

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Textile products include, but are not limited to, two or more of the following:	• wearable products • garments • accessories

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- domestic textile products
- giftware
- small and large scale interior/exterior applications
- public art pieces
- commissioned objects
- conceptual pieces for exhibition
- 2-D and 3-D functional and non-functional objects

Treatments include, but are not limited to, one or more of the following:

- crushing
- heat application
- tucking
- pleating
- shrinking
- dyeing
- off loom weaving
- weaving on made frames
- painted and printed warps
- tie dye techniques
- sculptural techniques
- beading
- embroidery
- macramé
- crochet
- folding
- cutting
- reconstruction
- assemblage
- knotting
- looping
- felt making
- basket making
- papermaking
- bookmaking

Exhibitions include one or more of the following:

- permanent
- temporary
- travelling
- small
- developed in-house or by outsiders
- hired

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Exhibition locations include one or more of the following:	• markets • galleries • shops • art centres • websites • trade shows • client premises
Resource requirements for exhibition include one or more of the following:	• requirements for transfer of display material • tools, equipment and materials required for installation, presentation and removal of displays and exhibitions • lighting needs • personnel hire • props • models • digital display equipment, including computer monitors, display screens and projectors • printing and graphics • catering • promotional material • audio visual requirements • publicity • websites
Appropriate personnel include one or more of the following:	• trainer • customers • sales outlet • colleagues • mentor • curator • industry representatives • technicians • gallery owner • shop owner
Obligations and considerations include one or more of the following:	• legal, ethical and cultural protocols • legal obligations • commissions

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	• opening night obligations
Evaluating exhibition includes one more of the following:	• analysing audience response to presentation • choice of products • display methods • choice of location • financial arrangements • marketing and promotion

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD5006A Exhibit textile designs or products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD5006 Exhibit textile designs or products

Modification History

Release 1. Supersedes and is equivalent to LMTTD5006A Exhibit textile designs or products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- planning and designing an exhibition involving at least three (3) different textile treatments or manipulation effects and at least two (2) types of textile products, in an identified location
- researching and assessing resource requirements, locations and exhibition obligations
- resolving planning and resource issues
- communicating, consulting and negotiating with industry professionals and personnel
- managing all aspects of exhibition, including personnel, logistics and financial processes
- identifying, documenting and implementing suitable method of cataloguing, labelling, pricing and selling products for display
- overseeing transfer, installation, hanging and arranging of works, and closure of presentations
- closing exhibition, assessing finances, and coordinating dismantling and transfer of displays and equipment
- finalising event with venue management, including payment arrangements
- evaluate overall effectiveness of exhibition and documenting evaluation of exhibition to inform future exhibition planning.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- location of local galleries and outlets
- planning procedures:
  - determining exhibition and marketing content
  - selecting products to be exhibited
  - determining and sourcing resource requirements
  - determining exhibition schedules and timelines
  - consulting venue management and sourcing bookings
  - preparing relevant promotional material

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    - designing floor plans to maximise visual display and appearance
- exhibition requirements:
    - objectives of exhibition
    - target audience
    - products to be exhibited
    - appropriate means of display
    - size or scope of exhibition
- products for exhibition:
    - finished textile products
    - accessories
    - garments
    - lengths of fabric
    - interior applications
    - conceptual pieces
    - functional and non functional objects
    - digital folios and displays
- cataloguing methods
- promotional material:
    - invitations
    - labelling
    - media releases
    - photography
    - product information
    - display props
    - fliers
    - signage
    - website
    - email newsletter
- digital display techniques
- needs of target audience:
    - accessible access
    - hearing interpreter
    - size of visual items and print to adapt to vision impairment
    - exceptions to 'do not touch' requests
    - cultural protocols
- accessibility requirements
- lighting, layout and display techniques
- different methods of presentation
- communication tools and techniques
- sales practices

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- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in exhibiting textiles designs or products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD5007 Develop textile designs using computer-based design programs

Modification History

Release 1. Supersedes and is equivalent to LMTTD5007A Develop textile designs using computer based design programs

Application

This unit of competency covers the skills and knowledge required to use a range of computer-based design programs, equipment and computing technology to generate, produce and manufacture designs for textile products.

The unit of competency applies to the creation of designs and production specifications for woven, knitted or printed textiles, tapestries and experimental textile products using computer-based design programs and equipment.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to use computer-based design tools**	2.1	Analyse design brief and interpret textile design specifications
		2.2	Identify product considerations and production requirements
		2.3	Identify and plan work using suitable programs and equipment
3	**Use design tools**	3.1	Use design programs and equipment to create, modify and edit required designs and production specifications
		3.2	Use design programs and equipment to test designs, patterns and production specifications according to workplace procedures
		3.3	Present outputs to appropriate personnel to assess accuracy and completeness and modify, as required
4	**Assess design results and maintain systems**	4.1	Assess outputs generated using electronic design programs against design specifications and production requirements
		4.2	Make improvements, as required
		4.3	Create, store, organise and protect designs, patterns or production specifications according to workplace procedures
		4.4	Use, maintain and store design programs and equipment according to workplace procedures

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Design specifications include one or more of the following:

- colour
- style details
- fabric, fibre and quantity
- production requirements
- special effects or features
- quality criteria
- sizing
- finishing details
- presentation

Product considerations include one or more of the following:

- product outcome or end-use of woven fabrics, tapestry works, knitted fabrics and digitally-printed fabrics
- quality standards
- colours and trends

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	• environmental factors
Programs and equipment include at least four or more of the following:	• computer • software programs (e.g. Illustrator, Photoshop, Scotweave, Lectra, WeaveMaker, and DesignerKnit) • internet • hardware peripherals • colour scanners • laser or inkjet printers (film output and film separations) • digital printers • drawing tablets • data projector • specialised equipment: • direct digital textile printer • industrial knitting machine • electronic jacquard loom • networked file storage and back-up devices • trade journals and trend information

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD5007A Develop textile designs using computer based design programs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD5007 Develop textile designs using computer-based design programs

Modification History

Release 1. Supersedes and is equivalent to LMTTD5007A Develop textile designs using computer based design programs

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- analysing and interpreting design brief
- using design programs and equipment to create, modify and edit designs and production specifications on at least three (3) occasions
- using design programs and equipment to test designs, patterns and production specifications according to workplace procedures
- creating, reviewing and modifying designs using relevant software programs
- creating, storing, organising and protecting designs, patterns or production specifications according to workplace procedures
- using, maintaining and storing design programs, products and equipment according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- principles of design
- textile products, including:
  - woven
  - knitted
  - printed
  - tapestries
  - experimental textile products
- electronic equipment and program features
- editing tools and procedures
- operating procedures
- product production requirements
- reporting procedure
- quality practices

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- workplace procedures
- recording and reporting practices

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in using computer based design programs, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD5008 Develop textile designs and specifications

Modification History

Release 1. Supersedes and is equivalent to LMTTD5008A Develop textile designs and specifications

Application

This unit of competency covers the skills and knowledge required to develop textile designs and specifications for production.

This unit of competency applies to developing a design, and testing and analysing the design specifications for textile materials or products, including fibres, fabrics, yarns and finished products.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to develop textile designs and specifications**	2.1	Interpret requirements of design brief and identify purposes and end user of textile product
		2.2	Consider additional factors and determine materials for use in design
		2.3	Confirm design specifications and propose initial design concept from brief
3	**Develop textile design**	3.1	Use design processes to evaluate options and further develop initial design concept
		3.2	Test design concept with client to refine options
		3.3	Use appropriate communication tools to present selected design for approval
		3.4	Respond to feedback and modify design concept to make improvements, as required
		3.5	Confirm and document approved design
4	**Calculate production requirements**	4.1	Determine appropriate formulas for calculating yarn requirements
		4.2	Undertake calculations using computer software or manual processes
		4.3	Analyse data, and determine and document yarn requirements
5	**Produce and test sample**	5.1	Produce textile sample according to design specifications and workplace procedures

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		5.2 Examine sample and determine accuracy of calculations
		5.3 Analyse production process to determine improvements
		5.4 Undertake routine testing to assess sample meets quality requirements and industry standards
		5.5 Analyse results of sample testing to determine performance and acceptability for production
		5.6 Document outcomes, consult client and appropriate personnel and record feedback
6	**Prepare product specifications**	6.1 Analyse sample to develop pattern specifications for finished textile design product
		6.2 Determine production processes including technical aspects and prepare production plans
		6.3 Confirm final product specifications with appropriate personnel and complete all documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication

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- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Textile products include one or more of the following:

- fashion items and accessories
- textile furnishings, artwork and fabric
- canvas and PVC goods, such as:
  - covers for machinery, vehicles and equipment
  - different types of tarpaulins and canopies
  - heavy duty or protective work wear
  - straps, belts and fittings
  - tool and equipment bags
- leather goods, such as:
  - welders blankets and jackets
  - riggers belts and frogs
  - tool, equipment and instrument bags, pouches and covers
  - holders and holsters
- washers and gaskets
- protective clothing
- other textile products

Yarns include one or more of the following:

- ring spun
- open-ended spun
- air jet spun
- friction spun

Fibres include one or more of the following:

- polyester
- cotton
- wool
- viscose rayon

Tests include one or more of the following:

- microscopic analysis
- chemical analysis
- evenness testing

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- moisture content
- dry-fastness
- tensile-strength
- elongation
- tearing strength
- crease recovery
- dimensional stability

Finished products include one or more of the following:

- socks
- sweaters
- towels
- sheets
- blankets
- carpets
- rope and twine
- mops
- industrial textiles

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD5008A Develop textile designs and specifications

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD5008 Develop textile designs and specifications

Modification History

Release 1. Supersedes and is equivalent to LMTTD5008A Develop textile designs and specifications

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- confirming design specifications and proposing initial design concept on at least two (2) occasions
- using design processes to evaluate options and test design concept with client to refine options
- responding to feedback, modifying design concept to make improvements, as required, and confirm and document approved design
- using relevant computer program or manual process to calculate production requirements
- producing at least two (2) textile samples according to design specifications and workplace procedures, and checking production processes
- undertaking routine testing of samples and analysing results to determine performance, quality standards and acceptability for production
- documenting outcomes, consulting client and appropriate personnel and recording feedback
- developing pattern specifications for finished textile design product, determining production processes and preparing production plans
- confirming final product specifications with appropriate personnel and completing all documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- principles and elements of design
- design process includes:
  - application of elements and principles of design
  - development of inspiration boards and storyboards
  - assessment of fibres and fabrics
  - review of relevant products, such as product sample designs

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- characteristics of yarns
- information resources on fibres and fabrics
- elements and principles of testing
- textile design requirements:
  - budget
  - type of industry and industry standards
  - style
  - colour
  - function
  - performance
  - quality
  - dimension
  - timeline
  - design restrictions or conditions
- additional factors affecting design:
  - trends
  - yarn availability
  - production issues
  - resource availability or limitations
  - production costs
- textile materials and products and their properties
- standards for specifications
- product specifications:
  - construction
  - dimensions
  - strength
  - shrinkage
- testing equipment:
  - microscopes
  - weighing scales
  - rulers
  - templates
  - strength testers
  - conditioners
  - dryers
  - abrasion testers
  - pilling testers
- textile performance tests
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in developing textile designs and specifications, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTTD5009 Produce printed designs on woven and non-woven substrates

Modification History

Release 1. Supersedes and is equivalent to LMTTD5011A Produce printed designs on woven and non-woven substrates

Application

This unit of competency covers the skills and knowledge required to apply screen printing techniques to produce designs on woven and non-woven substrates.

The unit of competency applies to the use of stencil, or silk-screen printing techniques to produce designs and artworks for woven and non-woven substrates and textiles, to be used for garments, textile products or accessories. Screen printing involves the use of manual techniques, tools and equipment.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to print designs**	2.1	Analyse design specifications and discuss with appropriate personnel to confirm production requirements
		2.2	Identify desired effects of screen printing and select appropriate printing technique to achieve required outcome
		2.3	Select woven and non-woven substrates and quantities according to design requirements
		2.4	Select stencil techniques, stencil types, masters, screen types, meshes and medium according to requirements of printing technique and design
3	**Apply screen printing procedure**	3.1	Set up workstation, tools and equipment according to specifications for work
		3.2	Check woven or non-woven substrates to be printed against quality standards
		3.3	Prepare stencil masters, meshes and screens for printing according to requirements for selected printing technique
		3.4	Apply screen printing techniques to meet design specifications for sample and according to workplace procedures
		3.5	Finish screen print and complete housekeeping
4	**Check and finalise printing**	4.1	Check completed print meets design specifications and quality standards

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4.2 Identify printing faults and production problems, and determine causes

4.3 Determine and apply necessary modifications to printing techniques, processes or materials

4.4 Check and confirm outcomes with appropriate personnel

4.5 Complete required documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Appropriate personnel include one or more of the following:

- trainers
- colleagues
- mentors
- designers

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- members of the design team

Printing techniques include one or more of the following:

- registered techniques:
  - tabs
  - multi-coloured
  - print rail
  - registration lays
  - placement printing
  - flatbed repeat printing
  - off-contact
  - wet-on-wet
  - flood coat
  - dry pull

Stencil types include one or more of the following:

- basic stencils
- photosensitive stencils
- hand cut and hand drawn stencils
- digitally-generated stencils
- autographic

Screen types include one or more of the following:

- timber, steel and aluminium framed
- butt, mitre, nailed, glued, screwed and welded
- rectangle, rotary, hat and flat bed

Meshes include one or more of the following:

- mesh types:
  - material
  - nylon
  - polyester
  - metal
- colour:
  - white
  - yellow
  - red
- size
- mono or multi-filament

Screen preparation includes one or more of the

- reclaim
- de-grease

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following:	• wash and dry • apply emulsion • attach master and expose to light source
Finish includes one or more of the following:	• touch up and tape, as required • wash image clean and dry

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD5011A Produce printed designs on woven and non-woven substrates

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD5009 Produce printed designs on woven and non-woven substrates

Modification History

Release 1. Supersedes and is equivalent to LMTTD5011A Produce printed designs on woven and non-woven substrates

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- interpreting design brief to identify desired effects of screen printing, and selecting appropriate printing techniques, tools and equipment
- performing screen printing techniques to meet design specifications and achieve design effects and according to workplace procedures, on at least two (2) occasions
- checking completed print meets design specifications and quality standards, and identifying printing faults and production problems, and their causes
- applying necessary modifications to printing techniques, processes or materials and confirming outcomes with appropriate personnel
- completing required documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- characteristics of fabrics
- information resources on fibres and fabrics
- specific design and printing practices
- screen printing tools and equipment:
  - squeegees
  - blocks
  - lino
  - brushes
  - knives
  - bucket, sink or container
  - mixers
  - rulers and tape measures
  - screen-cleaning equipment and chemicals

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    - vacuum boards
    - carousel
    - printing tables with registration systems
    - vacuum print tables
    - exposure unit
    - scales high pressure hose
    - screen coaters
    - fans
    - blow dryers
    - light box
    - slide projector
    - overhead projector
    - photocopier
    - computer equipment
    - computer-aided design (CAD) software
- printing processes and practices
- different types of screens and meshes
- different types of medium:
    - inks
    - dyes
    - specialist inks
    - binders
    - extenders
    - reducers
    - additives
    - evaporative
    - catalytic
    - thermoset
    - sublimation
- woven and non-woven substrate characteristics:
    - knits
    - felt
    - ceramic
    - vinyl
    - wool
    - silk
    - cotton
- stencil and printing techniques and problems
- printing problems and production faults:
    - uneven screen coating

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    - incorrectly stretched screen mesh
    - poorly registered print
    - inaccurate repeat measurements
    - poor squeegee action
    - insufficient print paste used
    - off printing
    - poor preparations of substrates
- inappropriate fixing of dyes and pigments
- poorly exposed screen
- poor quality colour separations
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in producing printed designs on woven and non-woven substrates, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTTD5010 Produce computer-aided textile design folios

Modification History

Release 1. Supersedes and is equivalent to LMTTD5010A Produce computer aided textile design folios

Application

This unit of competency covers the skills and knowledge required to use computer-aided design (CAD) programs to produce textile design folios.

The unit of competency applies to creative and technical skills to plan and create textile design folios, and develop and manipulate folio content. Folio requirements are determined in consultation with the client and through analysis of design specifications.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN2009 Operate computing technology in a TCF workplace

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to produce design folios**	2.1	Consult client to review the textile design specifications and determine folio requirements
		2.2	Analyse and determine purpose and type of digital folio in line with objectives and audience requirements
		2.3	Identify and analyse design themes and styles of textile design in line with folio objectives
		2.4	Determine preliminary planning, and explore options for content and presentation
		2.5	Confirm folio objectives and document
3	**Plan folio presentation**	3.1	Determine folio parameters and specifications and use planning processes according to the needs of the folio
		3.2	Select and prepare CAD software, programs and equipment according to specifications and workplace procedures
		3.3	Determine editing and layout requirements and select relevant applications
		3.4	Develop folio plan and confirm presentation with client or relevant personnel
4	**Use electronic tools to create folio**	4.1	Use design programs and equipment to create design folio
		4.2	Apply editing software to edit and manipulate folio content to effectively illustrate features of the textile materials, designs and products

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4.3 Assess folio against requirements and objectives and present to appropriate personnel for review

4.4 Identify and implement improvements and finalise folio

4.5 Store design folio, organise and file to enable retrieval as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Textile designs include one or more of the following:

- woven textile designs
- knitted textile designs
- non-woven textile designs
- domestic and industrial products

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Folio parameters include one or more of the following:	• file size • layout • method or program used to present folio to an audience • folio storage and retrieval needs • web-based folio requirements
Folio specifications include one or more of the following:	• image types and size • text types and size • theme • colour schemes • multimedia content • graphics • animation • audio
Equipment include one or more of the following:	• desk top computer • notebook computers • laptop • ipad
Electronic tools include one or more of the following:	• colour scanners • laser or inkjet printers (film output, film separations) • drawing tablets • data projector • networked file storage and back up devices • digital cameras

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD5010A Produce computer aided textile design folios

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD5010 Produce computer-aided textile design folios

Modification History

Release 1. Supersedes and is equivalent to LMTTD5010A Produce computer aided textile design folios

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- consulting with client and relevant personnel
- determining folio objectives and specifications
- selecting and using appropriate computer-aided design (CAD) and editing programs and equipment
- presenting features of textile materials and designs using electronic tools
- planning, developing and producing at least two (2) design folios in line with objectives and requirements
- using editing software to edit and manipulate folio content to effectively illustrate features of the textile materials, designs and products
- organising, storing and maintaining folio
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- principles of design and layout
- CAD and editing software
- equipment and program features
- tools and procedures for editing
- objectives and techniques applied in folio development
- features of textile materials and designs
- quality standards
- workplace procedures
- practices for documenting and reporting on textile designs.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in producing computer-aided textile design folios, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD6001 Research commercial development of textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTD6001A Research commercial development of textiles

Application

This unit of competency covers the skills and knowledge required to research and evaluate textiles for fashion, furnishings, accessories and exhibition, and make recommendations to guide the commercial development of textile products.

The unit of competency applies to activities associated with researching and evaluating quality, processing, finish, use, properties and performance of materials, partially finished and finished textile products. Findings should be used to make recommendations to guide commercial development of materials and products.

Work is performed in line with a broad plan or strategy. Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to research commercial development of textiles**	2.1	Establish objectives for conducting research in line with business goals
		2.2	Establish criteria and parameters for research and develop research plan
		2.3	Conduct research into textiles
3	**Research textile products**	3.1	Analyse products that incorporate textiles and their current uses in the marketplace
		3.2	Research performance characteristics of textile products and analyse to determine quality
		3.3	Use a range of routine and non-routine tests to gather data on product quality
		3.4	Identify factors influencing quality of textile products
		3.5	Identify and examine product faults and determine causes
		3.6	Research global and domestic implications for use of textile products
4	**Evaluate findings and make recommendations**	4.1	Analyse research findings and prioritise according to their significance to research objectives and criteria
		4.2	Review methodology to identify any potential influences on findings
		4.3	Analyse findings to identify products with most potential for commercial development and further

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review

4.4 Analyse features and benefits, and disadvantages or risks, of selected findings

4.5 Prepare a report, including visual and graphical illustration to summarise aspects of research

4.6 Make recommendations and document how findings apply to commercial gain

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Research includes one or more of the following:

- textile properties, qualities, aesthetic and performance characteristics
- primary uses of textiles

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- new and emerging textiles and textile processing techniques
- global and domestic trends in using textiles
- routine and non-routine tests to gather data on textiles

Textiles include one or more of the following:

- natural fibres, such as cotton, wool, silk and linen
- synthetic fibres, such as:
  - polyamide and polyester
  - acrylic
  - lycra
  - rayon
  - acetate
- natural and synthetic single-yarn fabrics and blends, including:
  - knitted fabrics, such as weft knits and warp knits
  - woven fabrics, such as plain, twill, satin, dobby, jacquard and pile
  - non-woven fabrics, such as felts, nets, braids, bonded and composite
  - emerging smart fabrics
  - raw materials
  - new and emerging textiles
  - yarn

Routine tests include one or more of the following:

- visual checking
- colour matching
- weighing and height
- weight and thickness measuring
- moisture measuring
- measuring rubbing fastness
- stretch
- wear
- cracking
- colour
- gloss
- softness
- handle
- texture
- light and colour fastness
- heat fastness

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- tensile characteristics
- flexibility

Non-routine tests include the following:

- tests performed in a laboratory environment to laboratory level standards

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD6001A Research commercial development of textiles

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD6001 Research commercial development of textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTD6001A Research commercial development of textiles

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- planning and conducting research into textiles and textile products in line with business goals
- establishing criteria and parameters for research and developing research plan
- conducting research into textiles, analysing products that incorporate textiles, and researching performance characteristics of at least one (1) sample range of textile products to determine quality
- investigating global and domestic implications for use of textile products
- using a range of routine and non-routine tests to gather data on product quality to identify factors influencing quality of textile products
- analysing findings to identify products with most potential for commercial development and analysing features, benefits and disadvantages or risks, of selected findings
- preparing a 2000-3000 word report in appropriate format, including visual and graphical illustrations and recommendations indicating how findings apply to commercial opportunities and gain.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- sources of information
- qualities and properties of textiles:
  - firmness
  - softness
  - hand
  - weight
  - grain or gauge
  - drape
  - porosity

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    - covering power
    - count
    - light penetration
- commercial relevance or objectives for research
- research methodology
- research criteria:
    - scope of research
    - required documentation
    - required research verification
    - research methodologies
    - timing
    - commercial constraints or requirements
- relevant legislation, codes of practice, copyright obligations, policies and procedures
- textile and product testing procedures
- performance characteristics:
    - stretch
    - abrasion
    - wearability
    - absorbency
    - durability
    - elasticity
    - heat sensitivity
    - shrink resistance
    - ease of care
    - drape quality
    - colour fastness
    - strength
- report writing
- report structure:
    - title page
    - table of contents
    - summary
    - introduction
    - theories and hypotheses
    - body (findings and conclusions)
    - methodology
    - test results
    - recommendations
    - references
    - appendixes

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    - glossary
- report content:
    - text
    - graphs
    - charts
    - tables
    - diagrams
- quality practices
- workplace procedures
- recording and reporting practices.
-

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in researching commercial development of textiles, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.
-

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD6002 Apply electronic systems to textile design and production

Modification History

Release 1. Supersedes and is equivalent to LMTTD6002A Apply electronic systems to textile design and production

Application

This unit of competency covers the skills and knowledge required to apply electronic systems to textile design and production processes.

The unit of competency applies to the developing intricate textile designs with multiple features using computer-based design programs that enable technically accurate reproduction of the design. Design specifications and patterns will be calculated using appropriate software.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTTD5007 Develop textile designs using computer-based design programs

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to apply electronic systems to design and production**	2.1	Interpret design brief to determine design criteria
		2.2	Research trends, themes and influences in textile design and evaluate in line with brief
		2.3	Evaluate complexity of design in terms of intricacy and range of features
		2.4	Set up workstation according to workplace procedures, and create preliminary design concept images using relevant electronic system
		2.5	Develop design concept using computer-aided design (CAD) system
3	**Present and confirm design**	3.1	Produce design image output that accurately documents intricate design features, scale and dimension and incorporates design elements
		3.2	Produce storyboards and present using CAD processes
		3.3	Present design to client or appropriate personnel for review and make modifications
4	**Determine design specifications and machine settings**	4.1	Calculate yarn and material requirements for design draft using CAD system
		4.2	Confirm specifications in line with textile design requirements and save
		4.3	Produce patterns
		4.4	Calculate machine settings and calibrate with direct interface to textile production machinery, where appropriate

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5	**Finalise design**	5.1	Confirm design and specifications with client or production personnel and save modifications, where necessary
		5.2	Finalise and save production plans and specifications
		5.3	Save final design and specifications as hard copy and incorporate into digital folio

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Textile design includes one or more of the following:	• knitting • weaving • tapestry

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Design concepts include but not limited to one or more of the following:

- scale and dimensional aspects
- design features
- colour palettes
- texture and pattern effects

Electronic systems include one or more of the following:

- Prima Vision
- Corel Draw
- AVL Multi-Colour or Colour-In
- Weavemaker Pro
- Swift Weave
- Design a Weave
- Pro Weave
- Scotweave
- Adobe Illustrator
- Photoshop
- Colour Matters
- Nedgraphics

Design criteria includes but not limited to the following:

- styles
- colours
- trends
- budget
- purpose or function
- target market
- size and scale of product

Specifications include but not limited to one or more of the following:

- warp and weft settings
- numbers of shafts and treadles
- block and mirror selection
- thread instructions
- scale
- yarn specifications
- colour allocation
- colourways
- shaping
- structure

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD6002A Apply electronic systems to textile design and production

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD6002 Apply electronic systems to textile design and production

Modification History

Release 1. Supersedes and is equivalent to LMTTD6002A Apply electronic systems to textile design and production

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures and safe work practices
- applying design process to interpret design brief, researching trends, themes and influences and producing intricate designs to scale using at least two (2) electronic systems
- producing design image output that accurately documents intricate design features, scale and dimension and incorporates design elements
- developing and presenting storyboards to client or appropriate personnel for review, using computer-aided design (CAD) processes
- presenting design to client or appropriate personnel for review and making modifications
- determining design specifications and machine settings
- using CAD to calculate yarn and material requirements, confirm specifications and produce patterns
- calculating machine settings and calibrating with direct interface to textile production machinery where appropriate
- confirming design and specifications with client or production personnel and saving modifications, where necessary
- finalising and saving production plans and specifications
- saving final design and specifications as hard copy and incorporating into digital folio.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- industry and product processes
- product and process development procedures
- specifications:
  - warp and weft settings
  - numbers of shafts and treadles
  - block and mirror selection

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  - thread instructions
  - scale
  - yarn specifications
  - colour allocation
  - colourways
  - shaping
  - structure
- principles and elements of design
- CAD system applications and operation
- networked computer operation
- associated computer input and output devices
- patternmaking processes
- textile production processes and practices
- textile production machinery
- operation of interfaced machinery settings
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in applying electronic systems to textile design and production, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD6003 Develop a textile product range

Modification History

Release 1. Supersedes and is equivalent to LMTTD6003A Develop a textile product range

Application

This unit of competency covers the skills and knowledge required to develop a textile product range and present the range to the client.

This unit of competency applies to the development of a textile product range based on a client brief, and presentation of the designed range to the client for acceptance.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to develop a textile product range**	2.1	Analyse product development brief to determine design requirements and intended purpose of product range
		2.2	Recognise and analyse design elements, themes and initial concepts
		2.3	Analyse profile of target market population to determine particular product requirements and market trends
		2.4	Determine styles, colours and types of yarn required
		2.5	Investigate product development factors
3	**Develop textile product range**	3.1	Develop concepts in line with brief to explore design options
		3.2	Determine textile product range options
		3.3	Estimate costs of proposed range
		3.4	Consult with design team to refine product design and range options
		3.5	Review preliminary plans and make modifications, as required
		3.6	Draw product range designs and complete documentation
4	**Present textile product range for approval**	4.1	Present designs for full textile product range to client using a range of presentation tools, and in line with workplace procedures
		4.2	Explain features, costs and benefits of proposed designs to the client in line with initial design brief
		4.3	Respond to feedback from client and make modifications, as required

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4.4 Review product range to confirm acceptance of proposed designs

4.5 Finalise development process and complete relevant documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Textile product range includes one or more of the following:

- industrial products (e.g. protective textiles)
- household products (e.g. tableware, manchester and cleaning cloths)
- leisure products (e.g. camping and outdoor equipment)
- artworks
- fabrics
- fashion accessories

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Design requirements include three or more of the following:	• end uses of product • budget requirements • production requirements • timelines • client requirements • workplace requirements • quality requirements • style and feature requirements
Product development factors include but not limited to the following:	• textile design trends and their relationship to product development • existing themes and their relationship to product development • yarn and material suppliers • availability, suitability and costing of resources • supply chains for product range to provide information about product development, production and sales flows
Costs include but not limited to the following:	• materials • resources • labour • overheads • other production costs
Presentation tools include one or more of the following:	• storyboards • models • computer-aided drawings • textile or yarn samples

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD6003A Develop a textile product range

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD6003 Develop a textile product range

Modification History

Release 1. Supersedes and is equivalent to LMTTD6003A Develop a textile product range

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- interpreting and applying design brief requirements, design elements, concepts and themes, and intended purpose of product range
- analysing profile of target market population to determine particular product requirements and market trends
- determining styles, colours and types of yarn required
- consulting with design team to refine product design and range options, review preliminary plans and make modifications, as required
- drawing product range designs and completing documentation
- making cost calculations and estimates for a range of at least ten (10) items
- presenting designs for full textile product range of at least ten (10) items to client using a range of presentation tools, and in line with workplace procedures
- explaining features, costs and benefits of proposed designs to the client in line with initial design brief
- responding to feedback from client, making modifications, as required, and reviewing product range to confirm acceptance of proposed designs
- finalising development process and complete relevant documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- elements and principles of design
- trends in industry, and global and local trends
- range of yarns, including weight and other characteristics
- research sources
- measuring and costing of textile materials and yarns
- legislation, regulatory requirements, copyright obligations and codes of practice
- quality practices
- workplace procedures

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- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in developing a textile product range, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTD6004 Create and produce textile designs for commercial production

Modification History

Release 1. Supersedes and is equivalent to LMTTD6004A Create and produce textile designs for commercial production

Application

This unit of competency covers the skills and knowledge required to design and produce textile products for commercial production.

The unit of competency applies to analysing market opportunities and developing a design brief, leading to development of product design and production of textile product sample.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile design and development

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to produce textile designs for commercial production**	2.1	Analyse commercial textile markets
		2.2	Develop design concepts
		2.3	Evaluate commercial production factors and conduct scoping
		2.4	Confirm brief
3	**Present textile designs for approval**	3.1	Draft textile product designs in line with brief and production estimates and complete documentation
		3.2	Present designs to appropriate personnel using a range of presentation tools
		3.3	Review textile designs and make modifications, as required
		3.4	Accept and confirm final textile design and complete relevant documentation
4	**Produce textile design sample**	4.1	Obtain and test components and resources required for design
		4.2	Identify technical aspects of production
		4.3	Complete specification sheet and develop production plan to guide production
		4.4	Produce textile sample according to plan and workplace procedures
5	**Test product**	5.1	Evaluate textile sample against design specifications and

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	sample to evaluate design and production processes		design brief
		5.2	Test textile sample to ensure it meets quality and performance standards
		5.3	Evaluate design to determine any necessary modifications
		5.4	Evaluate production process to determine necessary improvements
		5.5	Confirm overall evaluation and document process and improvements
6	**Finalise textile design**	6.1	Consult with design team and production personnel to evaluate and process textile sample design
		6.2	Incorporate modifications to design and production
		6.3	Confirm and document final design

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to

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	quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Research market includes, but is not limited to, one or more of the following:	• commercial and design objectives of the client or workplace • commercial textile markets • current and emerging product trends and technologies • commercial opportunities for textile designs
Market research includes one or more of the following:	• analysis of target market characteristics • sample testing • discussions with retailers and suppliers • discussions with staff and management • review of media portrayals • review of fashion shows • review of current pricing strategies and price points of products
Design concepts include, but are not limited to, one or more of the following:	• applying information from market analysis to develop commercial product ideas • consulting with design team to analyse and refine product ideas and develop a design brief • testing design brief with appropriate personnel and market research activities • confirming design brief and specifications for product development • documenting brief and specifications • developing design concepts in line with design brief
Commercial production factors include, but are not limited to:	• determining scope of commercial production • researching and evaluating means of production • consulting commercial manufacturer or appropriate personnel to determine production requirements • estimating and comparing costs associated with commercial production • comparing and analysing commercial production variables to inform final product design

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Means of commercial production include one or more of the following:	• offshore production • onshore production • large or long runs • one-off runs
Appropriate personnel include one or more of the following:	• managers, directors • trainer • mentor • design team • production supervisors • business development staff • marketing and sales staff • clients

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTD6004A Create and produce textile designs for commercial production

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTD6004 Create and produce textile designs for commercial production

Modification History

Release 1. Supersedes and is equivalent to LMTTD6004A Create and produce textile designs for commercial production

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- analysing commercial textile markets to identify commercial opportunities
- applying principles and elements of design and developing a design brief for at least two (2) textile designs for commercial production
- evaluating commercial production factors
- developing specification sheet and creating production plan
- producing sample to test design concept and plan
- communicating with a range of industry experts and personnel to evaluate product and process and confirm they comply with design brief
- processing textile design with any necessary modifications to product or process
- confirm final design and finalise documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- commercial markets for textile production
- elements and principles of design
- market research practices and information sources
- scoping processes to identify:
  - target market
  - features and benefits
  - timing
  - economic and social expectations
  - scale of production
- processes in commercial textile design development
- textile production techniques and specifications
- costs:

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  - labour
  - overheads
  - materials
  - tooling
  - equipment
  - yarns
  - dyes
- other chemicals or materials
- relevant legislation and codes of practice
- presentation tools:
  - storyboards
  - models
  - computer-aided drawings
  - textile or yarn samples
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in creating and producing textile designs for commercial production, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF2001 Despatch products

Modification History

Release 1. Supersedes and is equivalent to LMTTF2001A Despatch products

Application

This unit of competency covers the skills and knowledge required to prepare products for despatch from the workshop or loft.

The unit of competency applies to handling and despatching various products using relevant manual or powered equipment. Discretion, initiative and judgement must be demonstrated on the job in own work, either individually or in a team environment. Work may involve referral of matters to other workplace personnel.

Work may be conducted in small to large scale enterprises, in a variety of environments, such as operational indoor and outdoor workplaces and in hazardous or exposed conditions, and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to despatch products**	2.1	Prepare work area, tools and equipment according to WHS and workplace procedures
		2.2	Read and follow workplace procedures and instructions
		2.3	Locate and identify required products in storage area
		2.4	Lift products in accordance with WHS legislation and workplace manual handling procedures
		2.5	Transport products from storage area to despatch area using appropriate equipment and in accordance with established workplace procedures
		2.6	Obtain assistance to lift or transport products, as necessary
3	**Inspect products and complete documentation**	3.1	Lay out products and inspect to verify that work has been performed to specification
		3.2	Carry out quality assurance checks, including operational checks of moving components, such as ropes, pulleys and zippers
		3.3	Report inconsistencies or other problems to supervisor
		3.4	Complete documentation in accordance with workplace procedures
4	**Despatch products**	4.1	Check labels and tags or add, if required
		4.2	Fold, bag or otherwise prepare products for pick-up or despatch
		4.3	Confirm despatch instructions and despatch product, or

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store in readiness for pick-up or despatch

4.4 Clean and store tools and equipment, and maintain work area to ensure safe and efficient despatch operations

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Prepare work area, tools and equipment includes the following:

- clearing and cleaning work area to prepare for despatch and handling processes
- ***preparing tools and equipment***
- examining tools and equipment for damage or missing components or other defects (including frayed power cords where applicable)

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- checking extension power cables for knots and insulation damage
- connecting electrical tools to power supply
- using safety equipment during tool operation in accordance with W***HS practices***

Tools and equipment include one or more of the following:

- manual or powered lifting/hoisting equipment
- hand trucks and other manual or powered equipment for transporting products
- manual or powered packaging equipment, including:
  - nailing
  - stapling
  - banding machines

WHS practices

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2001A Despatch products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF2001 Despatch products

Modification History

Release 1. Supersedes and is equivalent to LMTTF2001A Despatch products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- locating and interpreting product specifications and descriptions
- folding or packing products according to specifications
- despatching products on at least three (3) occasions according to workplace procedures
- operating manual and powered handling, packaging and despatch equipment
- maintaining product handling and packaging equipment and work area
- applying quality standards relevant to handling, packaging and despatch procedures
- complying with all relevant safety requirements including safe use of manual and powered tools and equipment
- documenting actions taken and maintaining relevant work records according to workplace procedures
- reporting inconsistencies or other problems
- maintaining work area and handling and packaging equipment, so products can be prepared for despatch safely and efficiently.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- processes for packaging; including product folding techniques
- principles of operating product handling and packaging equipment
- the range products manufactured or serviced by the workplace
- specifications of relevant materials and equipment
- work health and safety (WHS) and environmental requirements of relevant industry and workplace procedures
- loading, delivery, and pick-up procedures
- power sources, such as single phase, three phase and weather-protected outlets
- general housekeeping policies and procedures
- WHS practices, including hazard identification and control measures

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- quality practices
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in despatching products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF2002 Cut, bend and shape metal

Modification History

Release 1. Supersedes and is equivalent to LMTTF2017A Cut, bend and shape metal

Application

This unit of competency covers the skills and knowledge required to cut prescribed lengths of metal bar stock and to bend the lengths into various shapes by hand or with the aid of formers.

Work may involve interaction with other people in the workplace, including supervisors and production personnel. Work may be conducted in a variety of environments, such as operational indoor or outdoor workplaces and hazardous or exposed conditions

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for cutting, bending and shaping metal**	2.1	Read and interpret workplace procedures and instructions
		2.2	Establish safe working environment
		2.3	Obtain specifications of material to be used and shape to be formed
		2.4	Plan sequence of task operations and calculate required length of material
		2.5	Select appropriate section material to meet specification, and choose suitable length of material stock for cutting to minimise waste
		2.6	Move material to be cut to work area
		2.7	Prepare appropriate hand and power tools
3	**Prepare for cutting process**	3.1	Mark out cutting points on material and select appropriate cutting equipment
		3.2	Check area to ensure equipment doesn't become entangled or damaged during operation
		3.3	Secure material to prevent movement
4	**Cut material and informally check product**	4.1	Use safety equipment in accordance with WHS requirements when using cutting equipment
		4.2	Select and install appropriate consumables as to manufacturers requirements
		4.3	Set and operate equipment in accordance with accepted industry and WHS practices
		4.4	Cut material to correct length and remove burrs or rough

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			edges by brushing, grinding or filing
		4.5	Inspect cut sections to verify that their size and condition meets specifications and relevant workplace and industry quality standards
5	**Prepare for forming process**	5.1	Plan sequence of forming operations and select appropriate forming equipment
		5.2	Check forming equipment for damage or operating defects
		5.3	Select and set appropriate formers
6	**Form material and informally check product**	6.1	Place metal section in former and secure, as necessary
		6.2	Heat metal section to facilitate bending, as necessary
		6.3	Hot or cold bend the metal section around formers or hand form to required specification
		6.4	Descale or otherwise finish formed product after forming
		6.5	Inspect formed product to verify that it meets specifications and relevant workplace and industry quality standards
7	**Maintain work area and equipment**	7.1	Clean work area and stow tools and electrical equipment away safely
		7.2	Comply with environmental regulations to reuse, recycle or dispose of materials as required
		7.3	Clean and maintain cutting and forming equipment in accordance with workplace requirements and manufacturer specifications
		7.4	Perform programmed maintenance which is within the operator's area of responsibility
		7.5	Inform supervisor of any abnormal conditions needing maintenance or repair

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Hand tools include one or more of the following:

- hammers
- punches
- vices
- clamps
- jigs
- formers
- hand drills
- hacksaws
- files
- tongs
- wire brushes plus gloves

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- goggles and other safety equipment

Power tools include one or more of the following:

- power hacksaws
- portable electric drills
- portable sanders and wire brushes
- guillotine
- abrasive disk cutting equipment
- gas cutting equipment

WHS practices

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2017A Cut, bend and shape metal

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF2002 Cut, bend and shape metal

Modification History

Release 1. Supersedes and is equivalent to LMTTF2017A Cut, bend and shape metal

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- complying with all relevant safety requirements applicable to the safe use of cutting and bending equipment
- interpreting work orders
- interpreting equipment and materials specifications and instructions needed for the cutting and forming processes
- setting up cutting and forming equipment
- performing cutting process using at least three (3) different tools or equipment according to workplace procedures, on at least three (3) different products
- performing forming processes according to workplace procedures on at least three (3) products
- inspecting completed work to assess quality
- performing normal operator maintenance of work area to enable work to be conducted safely and efficiently
- documenting and communicating work related information including reporting faults and other problems
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- specific work health and safety (WHS) requirements associated with cutting and heating equipment
- common metals and basic sections used in fabrication work
- metal cutting processes
- metal grinding and dressing processes
- metal forming processes

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- the range of cutting and forming equipment, hand tools and power tools used in cutting and forming processes and their appropriateness for particular applications
- power sources, such as single phase, three phase and weather-protected outlets
- operating principles of tools and equipment used in cutting, dressing and forming metals, including abrasive cutting wheels, gas equipment, grinding wheels, guillotines and power hacksaws
- hazards associated with powered machinery and gas equipment
- materials and equipment specifications
- environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in cutting, bending and shaping metal, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF2003 Use canvas and sail production tools

Modification History

Release 1. Supersedes and is equivalent to LMTTF2018A Use canvas and sail production tools

Application

This unit of competency covers the skills and knowledge required to safely use a range of commonly used hand and power tools in the manufacture of canvas and sail products.

This unit of competency applies to the use of hand, electrical, air and gas energised tools on a range of canvas and sail products and equipment. Work may involve interaction with other people in the workplace including supervisors and production personnel. Work may be conducted in a variety of environments, such as:

- indoor workplaces
- outdoor workplaces
- on site

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to use canvas and sail production tools**	2.1	Read and interpret workplace procedures and instructions
		2.2	Determine nature of work to be performed, including processes, materials and working environment in which tools are to be used
		2.3	Select appropriate tools for the work tasks to be performed
		2.4	Check tools and set for use
3	**Prepare safe work area for using tools**	3.1	Establish safe working environment for using tools
		3.2	Plan work with tools to maximise safety, productivity and environmental requirements
		3.3	Eliminate solvents and other sources of flammable or explosive vapours and remove flammable materials which might catch fire if tools likely to produce sparks or flame are used
		3.4	Identify suitable electrical power outlets, if required
		3.5	Clear and clean work area to provide work table or benches free of obstructions and allow clear access to machines and equipment
		3.6	Use barriers or screens to keep other personnel at a safe distance or to shield them from sparks, arc flashes, debris, dust or noise
		3.7	Use suitable floor insulation or residual current devices where electrical tools are to be used in conditions which could present a shock hazard
		3.8	Check emergency shutdown is provided for tool

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4	**Prepare work piece**	4.1	Mount work piece correctly in, or aligned to, the tool or machine to be used
		4.2	Anchor work piece securely, where necessary, to prevent movement
5	**Use tools**	5.1	Use safety equipment and tools in accordance with industry, WHS and workplace procedures
		5.2	Safely connect electrical tools to power supply, and gas or air hoses to gas/air supplies
		5.3	Follow start-up and shutdown procedures safely when using electrical or gas operated tools
		5.4	Set mechanical tool settings, electrical settings and gas pressures
		5.5	Locate tools in safe positions when not in use
		5.6	Monitor tool operation and discontinue use if abnormal operation or other problems are detected
		5.7	Inspect work to verify tool use meets specifications and relevant industry and workplace quality standards
6	**Maintain tools and work area**	6.1	Clean work area, and clean and store tools, extension cables and hoses in accordance with industry, WHS and workplace procedures
		6.2	Report abnormal tool operation or other problems in accordance with established workplace procedures
		6.3	Perform programmed maintenance of tools which is within the operator's responsibility

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards includes:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Materials include one or more of the following:

- steel
- aluminium
- bronze
- stainless steel
- wood
- plastic
- canvas

Tools include one or more of the following:

- hand tools:
- measuring equipment
- spanners
- pliers
  - screwdrivers
  - knives
  - scissors
  - hacksaws

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- hammers
- chisels
- files
- pop riveting machines
- staple guns
- lifting and hoisting equipment

- air-powered tools:
  - drills
  - air wrenches
  - spray guns
  - air nozzles
  - buffing machines
  - air compressors
- gas burning tools:
  - oxy-acetylene welding equipment
  - butane or propane torches
- electrical power tools:
  - electric drills (bench and portable)
  - pop riveting machines
  - staple guns
  - sanders
  - angle grinders
  - bench grinders
  - electric shears and knives
  - heat lamps
  - arc welders
  - plastic welding machines
  - electric winches

WHS practices

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways

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- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2018A Use canvas and sail production tools

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF2003 Use canvas and sail production tools

Modification History

Release 1. Supersedes and is equivalent to LMTTF2018A Use canvas and sail production tools

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- complying with all relevant safety requirements applying to the use of hand tools on at least two (2) occasions
- complying with all relevant safety requirements applying to electrical, air, and gas energised tools on at least two (2) occasions
- interpreting work orders relevant to the selection and use of tools on at least five (5) occasions
- interpreting specifications and instructions relating to the materials and equipment on which the tools are to be used
- preparing work environment for safe and effective tool use, setting up tools for safe and effective use, and demonstrating emergency shutdown of tools, on at least two (2) occasions
- performing work processes according to work health and safety (WHS) and machine specifications for a range of standard tools, including at least six (6) hand tools and four (4) power tools, subject to workplace requirements
- monitoring tool operation to check correct operation during use
- inspecting completed work to verify correct tool operation and use
- documenting and communicating work-related information, including reporting of faults and other problems
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- working with materials, such as:
  - steel

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  - aluminium
  - bronze
  - stainless steel
  - wood
  - plastic
  - canvas
- hazards associated with tools using electricity, gas or compressed air
- specific WHS requirements associated with hand tools and electrical and gas energised tools
- the range of hand, electrical, air and gas energised tools relevant to work performed in the canvas and sail industry
- principles of operating tools and equipment used in the industry and their appropriateness for particular applications
- power sources such as single phase, three phase and weather-protected outlets
- general properties and working characteristics of materials and used in the canvas and sail industry
- environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in using canvas and sail production tools, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTTF2004 Add reinforcements and attachments

Modification History

Release 1. Supersedes and is equivalent to LMTTF2004A Add reinforcements and attachments

Application

This unit of competency covers the skills and knowledge required to add reinforcing materials and attachments to canvas and sail products.

The unit of competency applies to the addition of accessories, attachments and reinforcement.

Work may be conducted in small to large scale enterprises in a variety of environments, such as operational indoor and outdoor workplaces or hazardous or exposed conditions, and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to add reinforcements and attachments**	2.1	Read and interpret workplace procedures and instructions for adding the accessories, attachments and reinforcements
		2.2	Determine work plan and sequence work to maximise safety and productivity
		2.3	Establish safe working environment and identify suitable electrical power outlets, as required
		2.4	Select and prepare appropriate hand and power tools for the job
3	**Mark out work piece for addition of required items**	3.1	Set out work piece and obtain assistance in handling the work piece, as necessary
		3.2	Obtain items to be added, check for correct features and operation, and prepare for fitting or attachment
		3.3	Locate datum points in accordance with work instructions
		3.4	Mark out the locations of accessories, attachments, reinforcements or openings on the work piece in accordance with work instructions
4	**Fit accessories**	4.1	Insert or fit items in accordance with workplace requirements, customer requirements and accepted industry practice
		4.2	Attach reinforcements and attachments using appropriate equipment in accordance to suppliers requirements
		4.3	Apply knowledge of fitting accessories and attachment processes to insert or attach items including zippers,

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			straps, buckles, eyelets, shorteners, lugs, webbing and velcro tags in accordance to suppliers requirements
		4.4	Apply environmental protection, waste disposal, pollution control and recycling procedures
5	**Check quality and finalise operations**	5.1	Inspect completed work informally to check that it meets the acceptable standard
		5.2	Arrange re-work or other appropriate action as required
		5.3	Label or tag completed product and complete any necessary documentation in accordance with workplace practices
		5.4	Clean and store tools and equipment, and maintain work area to ensure safe and efficient operations
		5.5	Perform maintenance which is within operator's responsibility
		5.6	Inform supervisor of any abnormal conditions needing maintenance or repair

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions

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- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Equipment include one or more of the following:

- drills
- electric staple guns
- pop-riveting guns
- lifting and hoisting equipment
- measuring equipment
- spanners
- pliers
- screwdrivers
- knives
- scissors
- hacksaws
- hammers
- files

WHS practices

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents

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- environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2004A Add reinforcements and attachments

Links

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Assessment Requirements for MSTTF2004 Add reinforcements and attachments

Modification History

Release 1. Supersedes and is equivalent to LMTTF2004A Add reinforcements and attachments

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- complying with all relevant safety requirements, including safe use of hand and power tools and electrical equipment
- interpreting work orders, including simple drawings and attachment instructions
- following basic installation information relating to attachments and reinforcing materials
- performing preparation and simple marking out of work piece for addition of specified items, and fitting specified items according to required procedures, on at least three (3) products
- performing normal operator maintenance of work area to enable work to be conducted safely and efficiently
- using relevant chemicals and cleaning agents and applying environmental protection, waste disposal, pollution control and recycling procedures
- documenting and communicating work-related information, including tagging and reporting of faults and other problems
- maintaining accurate records
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- typical attachments and fastening devices used in the canvas and sail industry and the ways in which they may be used and fitted
- typical reinforcing devices, screening materials and clear panel materials, including zippers, straps, buckles, eyelets, shorteners, lugs, webbing, velcro tags and other items used in the canvas and sail industry
- fitting accessories and attachment processes, including stitching, riveting and welding

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- typical hand tools and power tools used in fitting accessories, attachments and reinforcements
- power sources, such as single phase, three phase and weather-protected outlets
- relevant quality standards for attachment of reinforcements and associated products
- environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures, relevant chemicals and cleaning agents and disposal of waste products
- quality practices
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in adding reinforcements and attachments, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTTF2005 Translate information into measurements or diagrams

Modification History

Release 1. Supersedes and is equivalent to LMTTF2005A Translate information into measurements or diagrams

Application

This unit of competency covers the skills and knowledge required to translate information received orally and by other means on customer requirements into hard copy form for costing and production purposes.

Work may include interaction with enterprise clients either individually or in collaboration with other personnel from the operator's enterprise.

Work may be conducted in operational indoor or outdoor workplaces

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Prepare to translate information into measurements or diagrams**	1.1	Identify customer requirements from customer information
		1.2	Review customer information to ensure all required data is available
		1.3	Seek additional information, as needed
		1.4	Locate and interpret technical information about products, materials, equipment and operating procedures, as required, for processing customer request
		1.5	Follow workplace procedures and instructions
2	**Identify components, products and services**	2.1	Develop concept of completed product or service
		2.2	Determine required accessories, attachments and other components
		2.3	Determine anchor points, and types and sizes of openings
		2.4	Identify potential difficulties or hazards associated with manufacture of the product or provision of the service
		2.5	Identify environmental features, regulations, insurance requirements, legal requirements and other factors which may affect the product or service to be provided
3	**Develop graphical information to help define customer requirements**	3.1	Apply knowledge of customer requirements to produce freehand sketches or diagrams illustrating the customer's requirements
		3.2	Transfer dimensions and angles on to the sketch or diagram accurately
		3.3	Mark out positions of attachments, openings, fittings or inserts accurately and clearly
		3.4	Show positions of ropes, struts, retractors or supports clearly
		3.5	Develop and incorporate details of gussets, pockets, hips and other features in the sketches, diagrams or drawings

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		3.6	Calculate dimensional allowances for cutting, rolled edges, joins and reinforcements, and incorporate in the sketches, diagrams or drawings
		3.7	Make provision for seams, joins and overlaps and check all dimensions and angles are accurate
		3.8	Use tools, equipment and resources to WHS practices
		3.9	
4	**Finalise information**	4.1	Prepare final sketches, diagrams and drawings manually or using computer-aided design (CAD) system to confirm customer requirements and provide feedback to customer
		4.2	Store information, sketches, diagrams and drawings according to workplace procedures
		4.3	Pass on graphical information to personnel within the organisation responsible for further action

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of

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	own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Tools, equipment and resources include one or more of the following:	• measuring equipment • rules • squares • protractors • calculators • computers and software ,including computer applications involving geometric constructions and surface area calculations
WHS practices:	WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • SOPs • personal protective equipment (PPE) • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2005A Translate information into measurements or diagrams

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Links

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Assessment Requirements for MSTTF2005 Translate information into measurements or diagrams

Modification History

Release 1. Supersedes and is equivalent to LMTTF2005A Translate information into measurements or diagrams

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- locating and interpreting technical information about products, materials, equipment and operating procedures
- complying with all relevant safety requirements, including safe use of measuring tools (including laser devices) and other equipment
- conceptualising customer needs from customer information
- interpreting specifications and instructions for products and materials offered to customers, and translating ideas into basic 3-D sketches and drawings for at least three (3) products
- clarifying customer instructions and providing feedback to customer
- making calculations and allowances as required to create accurate final drawings and diagrams for at least two (2) products, using manual or computer-aided design (CAD) programs to produce drawings, where possible
- documenting and communicating work related information
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- a range of common products and services offered by the workplace
- general operating principles of common products and equipment on offer
- common types of materials used in the industry and their applications
- limitations of canvas and other materials used
- common types of strengthening and fastenings
- measuring instruments and techniques
- mathematical processes

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- plane geometry and plane geometrical shapes
- mathematical formulae (e.g. areas and volumes)
- engineering drawing principles and practices
- environmental requirements of relevant industry and workplace procedures
- general industry housekeeping policies and procedures
- work health and safety (WHS) practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in translating information into measurements or diagrams, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTTF2006 Measure and scale geometric shapes

Modification History

Release 1. Supersedes and is equivalent to LMTTF2006A Measure and scale geometric shapes

Application

This unit of competency covers the skills and knowledge required to take accurate measurements and related information from customer information or actual objects or structures.

The unit of competency applies to taking accurate measurements, scaling shapes and applying related information using manual processes.

It may involve interaction with enterprise clients either individually or in collaboration with other personnel from the enterprise. Work may be conducted in operational indoor or outdoor workplaces

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures may require the exercise of discretion and judgement.

This unit may be assessed independently or in combination with other relevant units.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTTF2005 Translate information into measurements or diagrams

Competency Field

Textile fabrication

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Interpret information**	1.1	Interpret drawings, sketches or diagrams provided by customer
		1.2	Read and apply workplace procedures and instructions
		1.3	Read established dimensions from supplied drawings or other information
		1.4	Consult customer to identify missing dimensions or other unknown aspects of the product
		1.5	Scale drawings or diagrams where necessary to obtain dimensions needed for production
		1.6	Select appropriate tools, equipment and resources
2	**Obtain relevant dimensions from physical objects**	2.1	Use manual measuring and scaling techniques
		2.2	Measure and record physical dimensions from buildings, architectural structures, vehicles, caravans, or marine craft, as appropriate
		2.3	Calculate or otherwise determine and record angles for future reference
		2.4	Identify and determine geometric shapes, establish positions of clear panels and record relevant information
		2.5	Apply work health and safety (WHS) practices during the gathering of measurements both on and off site
3	**Record and communicate data**	3.1	Record and store data using established workplace format and documentation
		3.2	Pass on data and associated information to personnel responsible for further action within the organisation

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • standard operating procedures (SOPs) • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Tools, equipment and resources include one or more of the following:	• measuring equipment • rules • squares • protractors • calculators
WHS practices	WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or

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more of the following:

- manual handling techniques
- SOPs
- personal protective equipment (PPE)
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2006A Measure and scale geometric shapes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF2006 Measure and scale geometric shapes

Modification History

Release 1. Supersedes and is equivalent to LMTTF2006A Measure and scale geometric shapes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures and safe work practices and other reference material
- applying relevant standards
- conceptualising customer needs from customer information
- interpreting and using information from diagrams and drawings, and taking accurate measurements
- calculating surface areas and calculating measurements and scaling dimensions
- documenting and communicating measurements
- accurately calculating lengths subtended by angles
- accurately calculating angles and scaling drawings to obtain dimensions
- using manual measuring and scaling techniques for at least two (2) objects or structures with different geometrical shapes
- establishing positions of clear panels
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- range of products and services offered by the workplace
- operating principles of products and equipment on offer
- common types of materials used in the industry and their applications
- manual measuring and scaling techniques
- properties of canvas and textile materials used in the industry
- measuring instruments and techniques and scaling process
- mathematical processes and formulae for area and volume
- plane geometry and plane geometrical shapes
- meaning of engineering drawing symbols
- product construction processes commonly used in the industry

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- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in measuring and scaling geometric shapes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- This unit may be assessed independently or in combination with other relevant units, for example *MSTTF2005 Translate information into measurements or diagrams.*

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF2007 Produce patterns for 2-D products

Modification History

Release 1. Supersedes and is equivalent to LMTTF2007A Produce patterns for 2D products

Application

This unit of competency covers the skills and knowledge required to use a computer to develop 2-D patterns for the production of complex shapes in sails and canvas products, and to perform work-related calculations.

The unit of competency applies to the computerised development of 2-D drawings, computerised cutting of shapes using a plotting table, and calculation of material requirements and costing.

Work may be conducted in operational indoor workplaces using computers, plotters and associated software applications, including spreadsheets and computer-aided design (CAD).

This unit may require the interaction with customers, individuals delegated by the customer, and other personnel from the operator's workplace.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to produce 2-D patterns**	2.1	Read and interpret preliminary drawings, sketches or diagrams provided by customer or developed by the enterprise
		2.2	Determine missing dimensions or other unknown features of the proposed product through consultation with customer or enterprise personnel
		2.3	Read, interpret and apply workplace procedures and instructions
		2.4	Identify appropriate computer applications and key in required information or transfer from other sources to initiate design or production processes
3	**Mark out and cut out shapes**	3.1	Construct 2-D drawings based on customer information, using appropriate software applications
		3.2	Make appropriate adjustment for shrinkage and other allowances, as required
		3.3	Mark out and cut shapes, such as 2-D component shapes, based on customer or workplace information, and cut out using a plotting table and appropriate software applications
		3.4	Check finished work is accurate and conforms with specifications

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4	**Perform calculations**	4.1	Use spreadsheets or other appropriate software applications to perform simple materials calculations, financial tasks and costing
		4.2	Develop and apply spreadsheets
		4.3	Save data, drawings and other outputs electronically and in hard copy form using established workplace file and documentation formats
5	**Save, document and communicate data**	5.1	Store other work-related information in accordance with established workplace procedures
		5.2	Pass on data and associated information to personnel responsible for further action within the organisation
		5.3	Exit software applications and close down and switch off computer

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping

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- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards includes:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

WHS practices

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2007A Produce patterns for 2D products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF2007 Produce patterns for 2-D products

Modification History

Release 1. Supersedes and is equivalent to LMTTF2007A Produce patterns for 2D products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- interpreting work orders, customer information and specifications for components that are to form part of finished products
- identifying appropriate computer applications and keying in required information or transferring from other sources to initiate design or production processes
- operating a desktop or laptop computer and relevant software to construct 2-D drawings, based on customer information, using appropriate software applications
- marking out and cutting shapes, such as 2-D component shapes, based on customer or workplace information, and cutting out using a plotting table and appropriate software applications on at least two (2) occasions
- using spreadsheets or other appropriate software applications to perform simple materials calculations, financial tasks and costing, according to workplace procedures
- saving data, drawings and other outputs electronically and in hard copy form using established workplace file and documentation formats
- checking finished product quality meets specifications
- documenting and communicating work-related information.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- range of products and services offered by the workplace
- product construction processes
- computer hardware
- software packages used in the workplace
- computer or plotter interfaces
- keyboard skills
- 2-D drawing and calculation processes

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- mathematical processes and formulae, including for area and volume
- geometry and geometrical shapes
- principles and practices of engineering drawing
- quality practices
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in producing patterns for 2-D products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF2008 Use adhesives

Modification History

Release 1. Supersedes and is equivalent to LMTTF2008A Use adhesives

Application

This unit of competency covers the skills and knowledge required to select and safely use adhesives on canvas and sail products.

The unit of competency applies to the bonding of materials with adhesives on canvas and sail products. Work may be conducted in operational indoor or outdoor workplaces and hazardous or exposed conditions.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to use adhesives work area**	2.1	Prepare work area, tools and equipment
		2.2	Read and follow workplace procedures and instructions
		2.3	Determine nature of materials to be joined and obtain specified adhesives
3	**Prepare adhesives**	3.1	Select appropriate tools and materials to prepare work piece surfaces and application of adhesive
		3.2	Check adhesive manufacturer WHS requirements and take prescribed precautions before using adhesives
		3.3	Prepare adhesive to manufacturer instructions
4	**Apply adhesive and bond materials**	4.1	Prepare work piece surfaces for application of adhesive
		4.2	Anchor or otherwise stabilise work piece surfaces to be bonded
		4.3	Apply adhesive and join surfaces in accordance with recommended practice
		4.4	Allow joins to cure for specified time
		4.5	Apply heat to the work piece to assist in curing the joins in accordance with WHS practices, as required
		4.6	Remove work piece and informally inspect and test joins for strength
		4.7	Consult supervisor to verify results of inspection and take appropriate action to re-work or rectify, as necessary

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5	**Document and complete operations**	5.1	Dispose of or store remaining adhesive in a safe, secure location
		5.2	Clean and store tools, electrical cords and equipment securely
		5.3	Clean and maintain work area to ensure safe and efficient operations
		5.4	Complete work records in accordance with workplace requirements

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards includes:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Power tools includes one or more of the following:	• spray guns • portable ventilation fans • hot air dryers • heat lamps
WHS practices	WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • SOPs • PPE • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2008A Use adhesives

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF2008 Use adhesives

Modification History

Release 1. Supersedes and is equivalent to LMTTF2008A Use adhesives

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- locating and interpreting technical information about canvas products, adhesives and equipment used in bonding processes
- complying with all relevant safety requirements, including safe use of adhesives, solvents, hand tools and electrical equipment
- using hand and power tools, as required, and following work orders and workplace procedures
- applying equipment and materials instructions applicable to the use of adhesives
- preparing product to be bonded and setting up adhesive application equipment
- performing at least three (3) bonding processes, checking result and taking necessary action to rectify, as required, on at least two (2) occasions
- performing normal operator maintenance of work area to enable work to be conducted safely and efficiently
- documenting and communicating work-related information, including reporting of faults and other problems.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- health, fire and explosion hazards associated with the use of volatile or toxic adhesives and solvents, and specific work health and safety (WHS) requirements regarding their use, safe handling and storage
- the range of canvas products in common use
- bonding principles and techniques
- commonly used glues, adhesives and solvents for bonding canvas and sail materials
- curing characteristics of commonly used adhesives and the effects of atmospheric conditions
- quality standards for bonding processes
- WHS and environmental requirements of relevant industry and enterprise procedures

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- general housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in using adhesives, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF2009 Identify and select canvas and sail materials

Modification History

Release 1. Supersedes and is equivalent to LMTTF2009A Identify and select canvas and sail materials

Application

This unit of competency covers the skills and knowledge required to identify and select appropriate materials to use in the manufacture of canvas or sail products.

This unit of competency applies to identifying, selecting and handling materials, and checking stock availability. Work may involve interaction with other people in the workplace including supervisors and production personnel. Work may be conducted in operational indoor or outdoor workplaces

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Identify materials**	2.1	Identify materials by appearance, texture, density, stock labels and product codes
		2.2	Check stock labels or tags against product codes and manufacturer specifications to confirm correct identification
		2.3	Read and apply workplace procedures and instructions
3	**Select materials**	3.1	Select materials in accordance with job specifications, fitness for purpose and work order instructions
		3.2	Check materials stocks to ensure sufficient quantities of materials are available to meet job requirements
		3.3	Check materials to ensure they conform to specifications, descriptions and relevant quality standards
4	**Handle and store materials**	4.1	Follow appropriate WHS practices and work procedures when examining stock in racks or shelves
		4.2	Follow safe working practices when handling or moving stock
		4.3	Use appropriate lifting equipment to lift heavy or awkward loads
		4.4	Use appropriate posture and lifting techniques for manual handling of materials
		4.5	Seek assistance in handling materials when necessary
		4.6	Store materials in accordance with workplace procedures and manufacturer recommendations

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Materials include the following:	• fibres and yarns used in canvas and sail making • ropes • dacron, nylon and composite sail cloths • attachments (metal and non-metal) • adhesives
WHS practices	WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the

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following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2009A Identify and select canvas and sail materials

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF2009 Identify and select canvas and sail materials

Modification History

Release 1. Supersedes and is equivalent to LMTTF2009A Identify and select canvas and sail materials

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- locating and interpreting technical information about materials used in the canvas and sail making industry
- identifying at least five (5) examples of materials by appearance, texture, density and other relevant characteristics
- interpreting and applying work orders, materials specifications and instructions for storage, handling and use
- correctly identifying and handling at least five (5) textile materials used in the canvas and sail making industry
- selecting appropriate materials to meet specified job requirements
- complying with all relevant safety requirements including safe handling and storage of materials
- storing materials according to product requirements and workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- product construction principles and methods
- characteristics of a wide range of materials used in the canvas and sail industry
- industry applications of various materials
- relative advantages and disadvantages of various materials for particular applications
- joining characteristics of various materials
- materials labelling principles and practices, including 'care' labelling
- standard industry practices for storage and handling of materials
- relevant materials quality standards

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- work health and safety (WHS) and environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures
- quality practices
- workplace procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in identifying and selecting canvas and sail materials, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTTF2010 Lay out and mark out canvas or sail materials

Modification History

Release 1. Supersedes and is equivalent to LMTTF2010A Lay out and mark out canvas or sail materials

Application

This unit of competency covers the skills and knowledge required to lay out and mark out materials for the manufacture of canvas or sail products.

Work may involve interaction with other people in the workplace, including supervisors and production personnel. Work may be conducted in operational indoor or outdoor workplaces.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for laying out and marking out processes**	2.1	Analyse specifications, drawings, sketches or diagrams to determine task requirements
		2.2	Determine amount of floor or table space required to lay out material
		2.3	Select and set up equipment needed for laying and marking out
		2.4	Determine and sequence steps in laying and marking out processes for maximum productivity
		2.5	Ensure there is adequate lighting for the laying and marking out processes
		2.6	Apply workplace procedures and instructions
3	**Lay out material**	3.1	Remove obstructions and debris from around work area, and clean work table or work surface
		3.2	Move material to the work area and spread out onto the work table or work surface
		3.3	Layer material according to requirements and anchor to prevent movement using appropriate devices and WHS work practices
		3.4	Place templates in position, if used
4	**Mark out required shapes and features**	4.1	Interpret dimensions and other relevant specifications and establish datum point
		4.2	Plot and mark out required shapes using manual or electronic processes to maximise use or material and minimise waste

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		4.3	Make allowances for seams, joins, reinforced edges and other design features
		4.4	Plot and mark positions of openings, inserts, gussets, reinforcing, attachments and other components
5	**Use plotting table**	5.1	Check plotting table vacuum to ensure it reaches specified value
		5.2	Lay out material on table and check to ensure it is free of creases, folds or other conditions that would prevent it lying flat
		5.3	Check plotter slide for smooth travel
		5.4	Initiate appropriate software program and load or key in data required by software program
		5.5	Perform plotting processes and apply WHS practices
		5.6	Release vacuum when plotting process is complete, and complete relevant documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of

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	own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Materials include one or more of the following:	• fibres and yarns used in canvas and sail making • ropes • dacron, nylon and composite sail cloths
WHS practices	WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • SOPs • PPE • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2010A Lay out and mark out canvas or sail materials

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Links

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Assessment Requirements for MSTTF2010 Lay out and mark out canvas or sail materials

Modification History

Release 1. Supersedes and is equivalent to LMTTF2010A Lay out and mark out canvas or sail materials

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- complying with all relevant safety requirements, including safe use of tools and equipment used in handling materials, laying out and marking out
- interpreting work orders
- interpreting drawings, diagrams and sketches defining the design to be marked out
- interpreting dimensions and other relevant specifications of components to be incorporated in marked out design
- plotting and marking out required shapes using manual or electronic processes to maximise use or material, minimise waste, and make allowances for seams, joins, reinforced edges and other design features
- using plotting table and associated computer equipment according to workplace procedures
- applying all required lay out and mark out techniques, on at least two (2) occasions, according to workplace requirements
- performing normal operator maintenance of work area to enable work to be conducted safely and efficiently
- documenting and communicating work-related information.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- measuring instruments and techniques
- mathematical processes, geometry and geometrical shapes
- engineering drawing principles and practices
- computer and appropriate software for sail making
- lay out and mark out principles and practices

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- product construction processes
- work health and safety (WHS) and environmental requirements of relevant industry and workplace procedures
- general industry housekeeping policies and procedures
- quality practices
- maintaining records
- workplace procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in lay out and mark out canvas or sail materials, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTTF2011 Cut and shape canvas or sail materials

Modification History

Release 1. Supersedes and is equivalent to LMTTF2011A Cut and shape canvas or sail materials

Application

This unit of competency covers the skills and knowledge required to manually cut and shape fibrous materials used in canvas product and sail construction.

The unit of competency applies to cutting a range of materials, including canvas, PVC and clear plastic, into single piece shapes with straight or simple curved sides, such as for shorteners and lugs. Work may be conducted in a variety of environments, including operational indoor and outdoor workplaces.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to cut and shape materials**	2.1	Read and interpret workplace procedures and instructions
		2.2	Prepare to perform work in accordance with defined procedures and methods either individually or in a team environment
		2.3	Identify statutory requirements, workplace insurance requirements, WHS practices, manual handling procedures and relevant health regulations relevant to the operation
3	**Cut and shape material**	3.1	Connect electric tools to power and use safely
		3.2	Use shears, trimmers, rotary cutting devices and dies to cut materials and form complex shapes in material
		3.3	Manipulate materials safely on cutting table or floor and separate product from waste material
		3.4	Remove finished panels and fold with correct sequence of folds to suit sewing stage, and store neatly for further processing
		3.5	Remove waste materials and separate for recycling or reuse
		3.6	Seek assistance to move finished products and waste material, if necessary
4	**Check quality and finalise work**	4.1	Inspect completed work to check that it meets the required standard
		4.2	Label or tag completed panels with job number, client, or other identification and complete any necessary

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documentation in accordance with workplace procedures

4.3 Clean work area and perform normal basic maintenance of cutting surface and cutting equipment, in accordance with workplace requirements and manufacturer specifications

4.4 Notify supervisor of any abnormal conditions requiring maintenance or repair

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Materials include the

- fibres and yarns used in canvas and sail making

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following:

- ropes
- dacron, nylon and composite sail cloths

WHS practices

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2011A Cut and shape canvas or sail materials

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF2011 Cut and shape canvas or sail materials

Modification History

Release 1. Supersedes and is equivalent to LMTTF2011A Cut and shape canvas or sail materials

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- complying with all relevant safety requirements, including safe use of cutting and shaping equipment and associated hand and power tools
- interpreting work orders
- interpreting equipment and materials specifications and instructions needed for the cutting and shaping process
- preparing material to be cut and shaped and setting up cutting equipment according to workplace procedures
- performing all required cutting and shaping processes in appropriate sequence to quality standards for a variety of materials and sizes, on at least three (3) occasions
- performing basic operator maintenance of cutting equipment
- handling and disposing of waste according to environmental requirements
- performing normal operator maintenance of work area to enable work to be conducted safely and efficiently
- labelling completed panels, and documenting and communicating work-related information according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- hazards associated with cutting equipment used in cutting and shaping
- work piece construction principles and methods
- common materials used in the canvas and sail industry, and their cutting characteristics
- the range of cutting and shaping equipment, hand tools and power tools used in cutting and shaping processes and their appropriateness for particular applications
- operating principles of cutting and shaping equipment

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- relevant quality standards for products of the cutting and shaping process
- standard industry practice for storage and safe disposal of materials used in cutting and shaping processes
- power sources, such as single phase, three phase and weather-protected outlets
- electrical isolation procedures for electrically powered cutting and shaping equipment
- work health and safety (WHS) and environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in cutting and shaping canvas or sail materials, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTTF2012 Stitch by hand

Modification History

Release 1. Supersedes and is equivalent to LMTTF2012A Stitch by hand

Application

This unit of competency covers the skills and knowledge required to stitch canvas and sail products by hand.

The unit of competency applies to standard stitching of damaged seams, gussets, reinforcements, general repairs or modifications, and new work. Work may be conducted in a variety of environments, such as operational indoor or outdoor workplaces or on site.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to stitch by hand**	2.1	Read and interpret workplace procedures and instructions and organise work to maximise safety and productivity
		2.2	Clear and clean work area and establish safe working environment
		2.3	Seek assistance to move and position work piece, if necessary
		2.4	Seek advice on appropriate thread to be used with regard to thread material, diameter of thread, tensile strength and colour
		2.5	Seek advice regarding appropriate needle to suit type of thread, type of stitch and material to be sewn
		2.6	Check condition of needle to ensure it is sharp, clean and free from rust and dirt
3	**Perform hand stitching**	3.1	Lay out material on working table or other suitable surface or support in situ in preparation for stitching process
		3.2	Choose appropriate type of stitch to suit the particular application
		3.3	Start stitching properly and perform hand stitching according to specifications
		3.4	Tie off last stitch, cut thread and inspect finished work to ensure it conforms to specification
4	**Check quality and finalise work**	4.1	Inspect completed work to verify that it meets job specifications and relevant workplace and industry quality standards

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4.2 Identify and mark any areas in need of re-work or rectification, perform re-work or arrange appropriate action

4.3 Label or tag completed product and complete any necessary documentation in accordance with workplace procedures

4.4 Store needles and threads in a dry and safe place and dispose of worn or damaged needles in accordance with manufacturer recommendations and workplace procedures

4.5 Clean work area and place tools back in storage

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

WHS practices

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2012A Stitch by hand

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF2012 Stitch by hand

Modification History

Release 1. Supersedes and is equivalent to LMTTF2012A Stitch by hand

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- complying with all relevant safety requirements, including safe use of needles and associated tools
- interpreting work orders
- interpreting standard specifications of needles, threads and materials used in the hand stitching process
- preparing and setting up material for hand stitching
- performing standard hand stitching processes on at least two (2) occasions
- inspecting completed work, checking quality and determining any rectification necessary
- performing normal operator maintenance of work area to enable work to be conducted safely and efficiently
- labelling or tagging work, and documenting and communicating work-related information, including reporting of faults and other problems, according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- hazards associated with hand stitching process
- standard hand stitching principles and techniques, including various types of stitches used
- the normal range of needles, threads and associated tools used in hand stitching and their appropriateness for particular applications
- materials specifications and material sewing characteristics
- quality standards applicable to hand stitching
- work health and safety (WHS) and environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures
- quality practices
- workplace procedures

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- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in stitching by hand, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF2013 Waterproof canvas products

Modification History

Release 1. Supersedes and is equivalent to LMTTF2013A Waterproof canvas products

Application

This unit of competency covers the skills and knowledge required to restore the waterproof characteristics of older canvas products.

The unit of competency applies to the waterproofing of canvas products. Work may be conducted in a variety of environments, such as operational indoor or outdoor workplaces and hazardous or exposed conditions.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for waterproofing**	2.1	Read and interpret workplace procedures and instructions and establish a safe working environment
		2.2	Select waterproofing agents in accordance with job instructions
		2.3	Plan work to maximise safety and productivity and identify suitable electrical power outlets, if required
		2.4	Prepare tools and equipment appropriate for the job
3	**Identify condition of product to be waterproofed**	3.1	Lay out or hang out product and examine its condition
		3.2	Inspect product and identify areas of weakness or damage
		3.3	Report results of inspection to supervisor, and obtain authorisation for repairs or other treatment
		3.4	Complete workplace records regarding condition of product and authorisation for repair and treatment
4	**Repair product and apply waterproofing agent**	4.1	Perform repairs in accordance with authorisation and workplace procedures
		4.2	Isolate work area from other unprotected workers
		4.3	Hang product, if necessary, and clean it prior to waterproofing
		4.4	Apply waterproofing agent and allow to air dry
		4.5	Clean up spillage or excess waterproofing agent, and dispose of waste products in accordance with workplace procedures and environmental regulations

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5	**Check quality of waterproofing and finalise work**	5.1	Test product to determine if waterproofing was effective
		5.2	Obtain supervisor's endorsement or approval for further treatment, if necessary, and reapply waterproofing agent
		5.3	Remove and fold product for storage or despatch, as required
		5.4	Complete documentation and clean and maintain waterproofing equipment in accordance with workplace requirements
		5.5	Clean work area, clean and return tools and equipment to safe storage, and perform normal basic maintenance, in accordance with workplace procedures and manufacturer specifications

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

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Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Hand and power tools include one or more of the following:	• brushes • brooms • rollers • spray guns • knives • scissors • sewing implements • portable ventilation fans • heat lamps
WHS practices	WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • SOPs • PPE • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2013A Waterproof canvas products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF2013 Waterproof canvas products

Modification History

Release 1. Supersedes and is equivalent to LMTTF2013A Waterproof canvas products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- complying with all relevant safety requirements, including safe use of waterproofing agents, hand and power tools, and electrical equipment
- interpreting work orders and following work instructions
- interpreting equipment and materials instructions for the waterproofing process
- preparing product to be waterproofed and setting up waterproofing equipment
- performing waterproofing process according to workplace procedures to meet quality standards on at least two (2) occasions
- testing product to determine if waterproofing was effective, and obtaining approval for further treatment, if necessary
- performing normal operator maintenance of work area to enable work to be conducted safely and efficiently
- documenting and communicating work-related information, including reporting of faults and other problems
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- specific work health and safety (WHS) requirements associated with the use of volatile or toxic products
- explosion and fire hazards associated with volatile solvents
- waterproofing principles and techniques
- types of canvas in common use
- waterproofing agents commonly used
- relevant quality standards for waterproofing processes
- environmental requirements of relevant industry and workplace procedures

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- general housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in waterproofing canvas products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF2014 Weld plastic materials

Modification History

Release 1. Supersedes and is equivalent to LMTTF2014A Weld plastic materials

Application

This unit of competency covers the skills and knowledge required to weld plastic materials within the safe operating parameters of the equipment used.

The unit of competency applies to hot air and hot wedge welding of plastic in the textile fabrication industry. Work may be conducted in a variety of environments, such as operational indoor or outdoor workplaces, and in hazardous or exposed conditions.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Select welding process and plan the work**	2.1	Read and interpret workplace procedures and instructions
		2.2	Determine nature of material to be welded and select an appropriate welding process
		2.3	Establish a safe working environment, identify suitable electrical power outlets and plan work to maximise safety and productivity
		2.4	Select appropriate hand-held or stationary manual welding equipment, check serviceability and follow correct 'on' procedures
		2.5	Select and prepare appropriate supplementary hand and power tools for the job
3	**Perform welding**	3.1	Prepare surfaces of material for welding
		3.2	Lay out material on working table or other suitable surface and anchor material to prevent movement
		3.3	Adjust equipment temperature to prescribed settings
		3.4	Lower screens or barriers, where fitted, prior to welding process
		3.5	Operate welding equipment in accordance with workplace procedures
		3.6	Examine weld area or test for correct fusion of materials, and remove work piece
4	**Check quality of weld and finalise**	4.1	Inspect completed weld to verify that it meets the required standard

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work	4.2	Label or tag completed product and complete any necessary documentation in accordance with workplace procedures
	4.3	Clean work area, clean and return tools and equipment to safe storage, and perform normal basic maintenance, in accordance with workplace requirements and manufacturer specifications

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Materials include one or more of the	• PVC • vinyls

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following:	• clear plastics
Welding equipment includes two or more of the following:	• foot controlled welder • hand welder • hot air welder • hot wedge welder
Hand and power tools include one or more of the following:	• hammers • rasps • files • portable sanders
WHS practices	WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • SOPs • PPE • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2014A Weld plastic materials

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF2014 Weld plastic materials

Modification History

Release 1. Supersedes and is equivalent to LMTTF2014A Weld plastic materials

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- complying with all relevant safety requirements, including safe use of plastic welding equipment, hand and power tools and electrical equipment
- following work orders
- interpreting equipment and materials specifications and instructions needed for the plastic welding process
- preparing material to be welded and setting up welding equipment
- performing at least two (2) forms of welding of plastic materials to industry standards, quality and consistency, and testing for correct fusion of materials, on at least five (5) occasions
- performing normal operator maintenance of work area to enable work to be conducted safely and efficiently
- labelling or tagging materials, and documenting and communicating work-related information, including reporting of faults and other problems, according to workplace procedures

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- specific work health and safety (WHS) requirements associated with hot air and hot wedge welding
- hazards associated with heated plastics
- plastic welding principles and techniques
- general operating principles of plastic welding equipment
- a range of plastic welding equipment, hand tools and power tools commonly used in the plastic welding process and their appropriateness for particular applications
- power sources, such as single phase, three phase and weather-protected outlets
- materials and equipment specifications
- relevant quality standards for plastic welds

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- WHS and environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in welding plastic materials, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF2015 Install products on and off site

Modification History

Release 1. Supersedes and is equivalent to LMTTF2016A Install products on and off site

Application

This unit of competency covers the skills and knowledge required to install canvas and sail products both on site and off site.

The unit of competency applies to the installation, operation and maintenance of canvas and sail products and equipment both on and off site. Work may be conducted in a variety of environments, such as operational indoor, outdoor workplaces or on site

Work may require independence, discretion, judgement and acceptance of responsibility for overall work outcomes. Work may involve planning and coordination of tasks and processes, interaction with other enterprise personnel, enterprise clients, manufacturer representatives and other external personnel.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for installation**	2.1	Read and interpret workplace procedures and instructions, including interpreting drawings and technical information to guide installation
		2.2	Plan task operation sequence, identify suitable electrical power outlets and equipment to work above ground, as required
		2.3	Arrange additional assistance, if required
		2.4	Select and prepare appropriate tools and prepare site
3	**Prepare to work above ground**	3.1	Select, secure and adequately support ladders or other devices, such as steps or bosun's chair, as required for the tasks
		3.2	Erect appropriate barriers and signs when working overhead
		3.3	Obtain assistance, as necessary, when working above the ground or deck
4	**Fit products**	4.1	Use appropriate marking tools and measuring equipment to mark out fitting positions
		4.2	Check products to be installed to ensure they meet specifications and are fit for their intended purpose

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		4.3	Use appropriate ladders or other devices to gain height advantage
		4.4	Sequence all operations according to specifications and workplace procedures ,as required, to complete a normal installation
		4.5	Apply appropriate WHS precautions and environmental practices during all phases of the installation
		4.6	Work in cooperation with other team members, as required, to fit products
5	**Inspect and check quality**	5.1	Inspect completed work to verify that the products and installation work meet job specifications and relevant workplace and industry quality standards
		5.2	Check that installation is correct, and that products fit and operate correctly
		5.3	Determine if any re-work or rectification is required, undertake re-work or take other appropriate action
6	**Provide customer information and finalise work**	6.1	Supply customer with information on how to use product, as required
		6.2	Demonstrate product to customer and answer questions within scope of own responsibility
		6.3	Clean work area, clean and return tools to safe storage, and perform normal basic maintenance, in accordance with workplace procedures
		6.4	Clean and stow away ladders, bosun's chair or other equipment
		6.5	Complete project documentation and obtain customer signature, if required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Products include one or more of the following:

- blinds
- awnings
- annexes
- sails

Tools include one or more of the following:

- hand tools:
  - hammers
  - punches
  - hand drills
  - saws
  - hacksaws
  - rasps
  - wire brushes
  - pop-rivets
  - expanding bolts

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- power tools:
- portable electric drills
- routers
- portable sanders
- abrasive disk cutting equipment
- electric punches

Normal installation includes one or more of the following

- using appropriate tools to drill and prepare locating holes
- safely lifting or lowering products into position
- using appropriate fastenings to attach or anchor product
- fitting pulleys or sheave blocks
- threading or attaching ropes or cables, as necessary
- fitting stays or other fastenings
- cleaning up work area after fitting

WHS practices

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2016A Install products on and off site

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Links

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Assessment Requirements for MSTTF2015 Install products on and off site

Modification History

Release 1. Supersedes and is equivalent to LMTTF2016A Install products on and off site

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- complying with all relevant safety requirements, including safe use of ladders, bosun's chair, load hoisting equipment and electrical equipment
- interpreting work orders, drawings and installation instructions
- complying with product and equipment specifications during installation
- performing normal installation and setting of products and equipment on at least two (2) occasions
- using relevant hand and power tools safely
- inspecting and testing operation of installed products and equipment
- specifying any rectification necessary
- performing normal operator maintenance of work area to enable work to be conducted safely and efficiently
- communicating effectively with client on installation process and product operation
- demonstrating products to customer, answering questions, completing project documentation and obtaining customer signature, if required, according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- electrical and general workplace hazards and means of identifying them
- operating principles of products and associated equipment to be installed
- the range of hand tools, power tools, measuring devices and other equipment used in the installation process, and their operating principles and appropriateness for particular applications
- power sources, such as single phase, three phase and weather-protected outlets
- format of product and equipment specifications

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- setting and adjustment principles and processes for products and equipment being installed
- typical problems of products and associated equipment and their rectification procedures
- relevant product quality standards for products and equipment installed
- work health and safety (WHS) and environmental requirements of relevant industry and workplace procedures, including use of equipment for working aloft
- general housekeeping policies and procedures
- mathematical processes used in the installation and checking processes
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in installing products on and off site, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF2016 Inspect canvas or sail product

Modification History

Release 1. Supersedes and is equivalent to LMTTF2019A Inspect canvas or sail product

Application

This unit of competency covers the skills and knowledge required to inspect canvas or sail products prior to despatch to customers.

The unit of competency applies to workplace inspection processes of a range of non-complex 2-D canvas or sail products and equipment prior to despatch to customers. Discretion, initiative and judgment must be demonstrated on the job in own work, either individually or in a team environment and may involve referral of matters to other enterprise personnel.

Work may be conducted in a variety of environments, such as operational indoor or outdoor workplaces and hazardous or exposed conditions.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to inspect canvas or sail product**	2.1	Obtain relevant workplace and customer specifications for the product
		2.2	Identify applicable workplace and industry quality standards
		2.3	Clear and clean work area to be used for inspection in preparation for the inspection process
		2.4	Read and apply workplace procedures and instructions
		2.5	Prepare tools and measuring and marking equipment
3	**Locate, transport and lay out product**	3.1	Locate and transfer completed product safely to the inspection area
		3.2	Lay out or hang product for inspection
		3.3	Seek assistance to handle product, if necessary
4	**Inspect and finalise work**	4.1	Inspect product to verify that it meets job specifications and relevant workplace and industry quality standards
		4.2	Identify and mark any areas in need of re-work or rectification
		4.3	Isolate and report product needing re-work or other actions, as required
		4.4	Label and tag inspected product and fold or otherwise prepare products for storage or transport

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4.5 Complete documentation in accordance with workplace procedures

4.6 Inform supervisor of any abnormalities indicating a need for maintenance or other action elsewhere in the workplace

4.7 Clean tools and equipment after use and store according to industry, WHS and workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Tools and equipment

- measuring tapes

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include one or more of the following:	• protractors • callipers • lifting and hoisting equipment • pliers • knives • marking pens • crayons
Electrical tools include one or more of the following:	• lifting and hoisting equipment • inspection lamps • electric staple guns
WHS practices	WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • SOPs • PPE • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2019A Inspect canvas or sail product

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF2016 Inspect canvas or sail product

Modification History

Release 1. Supersedes and is equivalent to LMTTF2019A Inspect canvas or sail product

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- performing inspection procedures on at least four (4) non-complex 2-D canvas or sail products and identifying faults or substandard work
- interpreting work instructions and inspection procedures
- interpreting workplace and customer specifications and relevant quality standards
- complying with all relevant safety requirements, including safe use of hand and power tools and electrical equipment
- documenting inspection results to verify that it meets job specifications and relevant workplace and industry quality standards, and reporting faults or abnormalities and rectification measures in accordance with workplace procedures
- labelling and tagging inspected product and folding or otherwise prepare products for storage or transport
- performing normal operator maintenance of work area and inspecting equipment to enable inspections to be conducted safely and efficiently
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- operating principles of measuring devices and other inspection equipment
- the range of materials, attachments and other components used by the workplace
- sail and canvas products produced by the workplace
- production processes, including forms of stitching and plastic welding
- power sources, such as single phase, three phase and weather-protected outlets
- materials, equipment and product specifications
- work health and safety (WHS) and environmental requirements of relevant industry and enterprise procedures

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- general housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in inspecting canvas and sail products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF3001 Identify client and site requirements for installation of fabricated textile products

Modification History

Release 1. Supersedes and is equivalent to LMTTF3001A Identify client requirements (on site)

Application

This unit of competency covers the skills and knowledge required to establish and document client and site requirements for the installation of fabricated textile products.

The unit includes identifying client requirements and WHS and environmental issues from site inspection, using discretion, initiative and judgement on the job. Work may be conducted in a variety of environments, such as large to small scale enterprises, including indoor or outdoor operations.

All elements of this unit of competency are performed under the general guidance and review of a supervisor.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Prepare to identify client's requirements on site**	1.1	Prepare inspection tools and equipment and arrange for visit on site
		1.2	Establish contact and apply communication skills to develop rapport with the client
		1.3	Provide personal identification and confirm purpose of visit
		1.4	Explain process for determining client's needs
		1.5	Obtain permission to inspect location, take measurements and gather relevant information
2	**Obtain detailed information from client**	2.1	Use appropriate questioning techniques to identify client requirements and gather detailed information
		2.2	Present preliminary product information and discuss options with client
		2.3	Document client requirements
3	**Conduct site inspection**	3.1	Arrange and adapt to work area, so that inspection can be conducted safely and efficiently
		3.2	Select ladders, steps or bosun's chair, as appropriate, to inspect site and take measurements, and use in accordance with work health and safety (WHS) practices
		3.3	Secure and adequately support ladder or other device
		3.4	Erect appropriate barriers and signs when operator is overhead
		3.5	Seek assistance, as necessary, when working above ground or deck
		3.6	Identify safe anchor points for products or other relevant architectural or marine structural equipment
		3.7	Take measurements and note special features likely to affect installation of products or their performance in service
		3.8	Take account of labour rates and costs of materials and equipment to estimate costs, and record results of

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			inspection
4	**Conclude inspection on site**	4.1	Replace items shifted or removed during the information gathering process
		4.2	Return client equipment used in the inspection process
		4.3	Notify client when operator is leaving the site

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • standard operating procedures (SOPs) • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Client's requirements	• types of materials

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include one or more of the following:	• types of products and equipment • operating principles and mechanisms • costs • timelines • colours • size, dimensions and shape • delivery and installation dates • installation procedure to be followed • crowd barriers or fencing
WHS practices include one or more of the following:	WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • SOPs • personal protective equipment (PPE) • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • additional licensing or permits • environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF3001A Identify client requirements (on site)

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF3001 Identify client and site requirements for installation of fabricated textile products

Modification History

Release 1. Supersedes and is equivalent to LMTTF3001A Identify client requirements (on site)

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing tools and equipment for inspection, arranging visit on site, and conducting at least twp (2) on-site inspections safely and efficiently to determine work requirements
- greeting client in an appropriate manner, identifying and confirming client needs, and demonstrating product knowledge
- taking measurements and noting site requirements likely to affect installation of products or their performance in service
- asking appropriate questions, clarifying information and providing feedback to client
- documenting and communicating work-related information including costs, measurements, specifications, client details and requirements
- complying with all relevant safety requirements, including safe use of ladders, steps, measuring tools (including laser devices), and other equipment
- concluding inspection on site according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- hazards associated with working at heights
- range of products and services offered by the workplace
- principles of operating products and equipment
- types of materials and their applications
- limitations of canvas and other materials used
- types of strengthening and fastenings
- the service life of different materials
- instruments and techniques for measuring
- mathematical processes

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- mathematical formulae for areas and volumes
- labour rates and approximate costs of products and materials
- power sources, such as single phase, three phase and weather-protected outlets
- work health and safety (WHS) and environmental requirements of relevant industry and workplace procedures
- general industry housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- client communication
- quality practices
- workplace practices
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in identifying client requirements on site, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF3002 Gain customer acceptance of service proposal

Modification History

Release 1. Supersedes and is equivalent to LMTTF3002A Gain customer acceptance of service proposal

Application

This unit of competency covers the skills and knowledge required to gain customer acceptance of a proposal to provide a product and service.

The unit of competency applies to establishing and documenting a proposal to meet customer requirements and obtaining agreement for work to proceed. Interaction with the customer is usually performed individually but may involve collaborative approach with other personnel from the operator's workplace.

Work may be conducted in a variety of environments, such as operational indoor, outdoor workplaces or on site.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Develop customer proposal**	1.1	Review documentation to confirm all required information is available
		1.2	Establish customer requirements and determine products, processes and service for customer
		1.3	Identify alternatives and determine material and production costs
		1.4	Calculate costs for proposed service
		1.5	Assess timing, costs and service against customer requirements
		1.6	Develop proposal and document for customer
2	**Present proposal to customer**	2.1	Contact customer and present proposal in person, or by using digital technology or by other arranged means
		2.2	Provide customer with detailed information regarding products, processes and alternative solutions, which could satisfy customer requirements
		2.3	Discuss features and benefits of proposal with the customer
3	**Seek customer acceptance**	3.1	Respond to any customer concerns, seek customer approval and acceptance, and confirm agreement
		3.2	Identify any required changes to the proposal and modify proposal accordingly
		3.3	Obtain customer acceptance
4	**Confirm service to be provided**	4.1	Confirm customer address and contact details
		4.2	Establish agreement with the customer and obtain signature

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4.3 Confirm time, product and service to be provided and arrange delivery

4.4 Provide duplicate of proposal and agreement to customer for future reference

4.5 Obtain deposit, where applicable, or arrange other payment from customer

4.6 Provide customer receipt and record form of payment

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- work health and safety (WHS) practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Documentation includes one or more of the following:	• sketches, diagrams and maps • dimensions and measurements • documentation on customer requirements
Customer requirements include one or more of the following:	• types of materials • types of products and equipment • operating principles and mechanisms • costs • timelines • colours • size, dimensions and shape • delivery and installation dates • installation procedure to be followed
WHS practices	WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • SOPs • personal protective equipment (PPE) • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF3002A Gain customer acceptance of service proposal

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF3002 Gain customer acceptance of service proposal

Modification History

Release 1. Supersedes and is equivalent to LMTTF3002A Gain customer acceptance of service proposal

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least three occasions and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- establishing customer requirements and determining products, processes and services for customer, on at least three (3) occasions
- calculating costs and identifying details of proposed products and services
- providing customer with detailed proposal in person, or electronically or other appropriate method
- answering customer queries to clarify or amend proposal if required
- developing written proposal for customer approval, incorporating all required details, including costs, products and services and timeframe
- establishing agreement with the customer and obtaining signature and deposit or arranging other payment
- completing required documentation for customer and own workplace according workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- workplace documentation and procedures for establishing agreements to provide services
- hazards associated with working at heights
- range of products and services offered by the enterprise
- principles of operating products and equipment
- types of materials and their applications
- limitations of canvas and other materials used
- types of strengthening and fastenings
- service life of different materials
- instruments and techniques for measuring

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- mathematical processes
- mathematical formulas for area and volume
- labour rates and approximate costs of products and materials
- power sources such as single phase, three phase, and weather protected outlets
- work health and safety (WHS) and environmental requirements of relevant industry and workplace procedures
- general industry housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- practices for documenting agreements and recording and reporting provision of products and services.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in gaining customer acceptance of service proposal, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF3003 Produce patterns for 3-D products

Modification History

Release 1. Supersedes and is equivalent to LMTTF3003A Produce patterns for 3D products

Application

This unit of competency covers the skills and knowledge required to use a computer to develop 3-D patterns for the production of complex shapes in sails and canvas products, and to perform work-related calculations.

The unit of competency applies to the computerised development of 3-D drawings, computerised cutting of shapes using a plotting table, calculation of material requirements and costing. Competence must be demonstrated working largely independently and being accountable for own results, including carrying out assigned tasks, coordinating processes and setting and working to deadlines.

Work is conducted in operational indoor workplaces, using computers, plotters and associated software applications, including spreadsheets and computer-aided design (CAD), involving a range of canvas and sail products.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTTF2007 Produce patterns for 2-D products

Competency Field

Textile fabrication

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to produce 3-D patterns**	2.1	Read and interpret preliminary drawings, sketches or diagrams provided by customer or developed by the enterprise
		2.2	Determine missing dimensions or other unknown features of the proposed product through consultation with customer or enterprise personnel
		2.3	Read, interpret and apply workplace procedures and instructions
		2.4	Identify appropriate computer applications and key in required information or transfer from other sources to initiate design or production processes
3	**Mark out and cut out shapes**	3.1	Construct drawings, based on customer information, using appropriate software applications
		3.2	Make appropriate adjustment for shrinkage and other allowances, as required
		3.3	Mark out and cut shapes based on customer or workplace information, and cut out using a plotting table and appropriate software applications
		3.4	Check finished work is accurate and conforms with specifications

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4	**Perform calculations**	4.1	Use spreadsheets or other appropriate software applications to perform complex materials calculations, financial tasks and costing
		4.2	Develop and apply spreadsheets
		4.3	Save data, drawings and other outputs electronically and in hard copy form using established workplace file and documentation formats
5	**Save, document and communicate data**	5.1	Store other work-related information in accordance with established workplace procedures
		5.2	Pass on data and associated information to personnel responsible for further action within the organisation
		5.3	Exit software applications and close down and switch off computer

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping

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- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

WHS practices

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF3003A Produce patterns for 3D products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF3003 Produce patterns for 3-D products

Modification History

Release 1. Supersedes and is equivalent to LMTTF3003A Produce patterns for 3D products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- interpreting work orders and customer information
- interpreting specifications for components that are to form part of finished products
- identifying appropriate computer applications and keying in required information or transferring from other sources to initiate design or production processes
- operating a desktop or laptop computer and relevant software to produce at least two (2) patterns for 3-D products
- using spreadsheets or other appropriate software applications to perform complex materials calculations, financial tasks and costing
- operating a plotter to construct 3-D drawings, mark out templates, or cut complex shapes in material
- complying with all relevant safety requirements, including safe use of plotting tables for cutting out materials
- checking product quality
- making calculations and costings according to workplace procedures
- documenting, saving and communicating work-related data information according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- range of products and services offered by the workplace
- product construction processes
- computer hardware
- software packages used in the workplace
- computer or plotter interfaces
- 3-D drawing and calculation processes

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- mathematical processes and formulae for area and volume
- geometry and geometrical shapes
- principles and practices of engineering drawing
- quality practices
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in producing patterns for 3-D products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF3004 Perform advanced welding of plastic materials

Modification History

Release 1. Supersedes and is equivalent to LMTTF3004A Perform advanced welding of plastic materials

Application

This unit of competency covers the skills and knowledge required to perform high frequency welding of plastic materials using equipment within the safe operating parameters of the equipment used.

The unit of competency applies to the welding of plastic in the textile fabrication industry. Work may be conducted in a variety of environments, such as operational indoor or outdoor workplaces, and hazardous or exposed conditions.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTTF2014 Weld plastic materials

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for welding**	2.1	Read and interpret workplace procedures and instructions
		2.2	Determine nature of material to be welded and select an appropriate welding process
		2.3	Establish a safe working environment, identify suitable electrical power outlets and plan work to maximise safety and productivity
		2.4	Select appropriate hand-held or stationary manual welding equipment, check serviceability and follow correct 'on' procedures
		2.5	Select and prepare appropriate supplementary hand and power tools for the job
3	**Perform high frequency welding**	3.1	Prepare surfaces of material for welding
		3.2	Lay out material on working table or other suitable surface and anchor material to prevent movement
		3.3	Adjust equipment temperature or operating frequency to prescribed settings
		3.4	Lower screens or barriers, where fitted, prior to welding process
		3.5	Keep operator and bystanders at an appropriate distance or suitably protected when high frequency welding is being undertaken
		3.6	Operate welding equipment in accordance with WHS and workplace procedures

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		3.7	Examine weld area or test for correct fusion of materials, and remove work piece
		3.8	Identify and address problems or faults
4	**Check quality of weld and finalise work**	4.1	Inspect completed weld to verify that it meets the required standard
		4.2	Label or tag completed product and complete any necessary documentation in accordance with workplace procedures
		4.3	Clean work area, clean and return tools and equipment to safe storage, and perform normal basic maintenance, in accordance with workplace requirements and manufacturer specifications

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

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- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Materials include the following:

- PVC
- vinyls
- clear plastics

Hand and power tools include the following:

- hammers
- rasps
- files
- portable sanders
- high frequency welder

WHS practices

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF3004A Perform advanced welding of plastic materials

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF3004 Perform advanced welding of plastic materials

Modification History

Release 1. Supersedes and is equivalent to LMTTF3004A Perform advanced welding of plastic materials

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- complying with all relevant safety requirements, including safe use of plastic welding equipment, hand and power tools and electrical equipment
- following work orders
- interpreting equipment and materials specifications and instructions needed for the plastic welding process
- preparing material to be welded and setting up welding equipment
- using high frequency welder on at least five (5) products and performing welds, according to workplace requirements, with a satisfactory degree of quality consistency
- performing normal operator maintenance of work area to enable work to be conducted safely and efficiently
- documenting and communicating work-related information including reporting of faults and other problems
- labelling or tagging completed product and completing any necessary documentation in accordance with workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- specific work health and safety (WHS) requirements associated with hot air and hot wedge welding
- hazards associated with heated plastics
- plastic welding principles and techniques
- operations of a high frequency welder
- general operating principles of plastic welding equipment

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- a range of plastic welding equipment, hand tools and power tools commonly used in the plastic welding process, and their appropriateness for particular applications
- operations of a high frequency welder
- power sources, such as single phase, three phase and weather-protected outlets
- materials and equipment specifications
- relevant quality standards for plastic welds
- WHS and environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing advanced welding of plastic materials, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF3005 Apply lofting skills to sail making

Modification History

Release 1. Supersedes and is equivalent to LMTTF3005A Apply lofting skills to sail making

Application

This unit of competency covers the skills and knowledge required to reproduce design lines onto sail cloth using manual techniques, for the purpose of sail making.

The unit of competency applies to a traditional sail making technique that does not require the use of computerised equipment.

The unit of competency applies to the laying out of sail cloth on a floor and reproducing in full scale, the 'line drawings' and 'table of offsets' supplied by the sail designer onto the fabric in order to achieve a pattern with a 3-D outcome.

Work may involve interaction with other people in the workplace, including supervisors and production personnel or sail designers.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under supervision of the sail designer.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Interpret lofting requirements**	2.1	Access sail design specifications and identify sail type
		2.2	Interpret design lines and table of offsets correctly, and identify sail features
		2.3	Identify lay-up specifications of sail cloth and determine amount of floor space is required to lay out sailcloth
		2.4	Select and set up equipment needed for lofting according to workplace procedures
		2.5	Determine steps in lofting processes and sequence for maximum productivity
3	**Lay out sail cloth**	3.1	Clean loft floor and check for foreign objects
		3.2	Lay out sail cloth correctly using proper handling techniques, according to WHS practices
		3.3	Check sail cloth or faults or inconsistencies and take appropriate action
		3.4	Check directional and topside layout of sail cloth, according to fabric cutting requirements and design specifications
		3.5	Brace sail cloth to the loft floor using appropriate method

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4	**Create lofted lines**	4.1	Determine and create straight baseline using appropriate baseline marker
		4.2	Measure grid and line markings from line drawings and mark onto sail cloth square to the baseline
		4.3	Draw profile lines correctly
		4.4	Draw pattern from lofted lines directly onto sail cloth, with accurate allowances made for seams, joins, reinforced edges and other design features
5	**Complete lofting process**	5.1	Check pattern markings for accuracy of 3-D outcome against design specifications
		5.2	Identify faults in marking and record and correct inconsistencies with design specifications, if possible
		5.3	Label, fold, pack and load completed work correctly and transfer to next area for cutting, where appropriate
		5.4	Complete housekeeping and required documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of

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	own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Sail types include one or more of the following:	• one design • cruising • cruiser and racing • racing yacht • sails for a range of boat sizes
Equipment includes one or more of the following:	• marking chalk, tape, or other suitable implement for marking lines onto sail cloth • measuring tools • bracing materials • baseline marker • calculator • specifications charts • relevant plans and design drawings
Lay-up includes the following:	• cross-cut, radial and membrane panel layouts
Sail features include one or more of the following:	• luff curves • roach profiles • leech hollows • foot rounds • marking reef points • batten pockets • openings • inserts • gussets • reinforcing • attachments

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Sail cloth includes one or more of the following:

- dacron
- nylon
- vinyl
- canvas
- wovens
- spinnaker
- laminet
- composite sailcloth

Required documentation includes the following:

- record of inconsistencies or faults
- record of adhesives, materials and processes used
- instructions for finishing
- time and date
- labelling
- packing or transfer information

WHS practices

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF3005A Apply lofting skills to sail making

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Links

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Assessment Requirements for MSTTF3005 Apply lofting skills to sail making

Modification History

Release 1. Supersedes and is equivalent to LMTTF3005A Apply lofting skills to sail making

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- correctly interpreting sail design lines and table of offsets defining the pattern to be marked out for at least three (3) products of different types and sizes
- interpreting dimensions and other relevant specifications of components to be incorporated in pattern for at least three (3) sail products of different types and sizes
- selecting, preparing and using the range of lofting equipment on at least three (3) occasions for sails of different type and size to meet enterprise requirements
- applying proper handling techniques when laying out and transferring sail cloth
- identifying faults in marking, recording and correcting inconsistencies with design specifications, if possible
- measuring correctly and applying lay out, measuring and mark out techniques correctly on at least three sails (3) of different types and sizes
- checking work against information and specifications throughout lofting process, maximising material use and minimising waste
- complying with all relevant safety requirements, including safe use of tools and equipment used in handling materials, laying out and marking out
- completing housekeeping and required documentation according t workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- the reasons for using lofting
- maintenance of the loft floor
- sail types for various uses and boat sizes
- performance and handling requirements of sail cloths
- design lines and tables of offsets
- common sail features applied in sail making

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- cross-cut, radial and membrane panel layouts
- sail cloths commonly used in sail making, and their performance factors
- steps involved in lofting process
- bracing methods and materials
- geometry and geometric drawing
- practices for laying out sail cloth
- practices for measuring and marking sail cloth
- equipment used for measuring and marking onto sail cloth
- quality standards for the sail making industry
- manual handling techniques
- labelling, folding, packing, and transferring requirements of lofted sail cloths
- product construction processes
- work health and safety (WHS) and environmental requirements of relevant industry and workplace procedures
- general industry housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in applying lofting skills to sail making, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation, required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF3006 Cut and join sail panels

Modification History

Release 1. Supersedes and is equivalent to LMTTF3006A Cut and join sail panels

Application

This unit of competency covers the skills and knowledge required to cut and join sail panels for a range of sail types and sizes.

The unit of competency applies to the lay-up, marking, and cutting of sail panels using manual methods. The joining of panels will involve sewing and bonding techniques. Interpretation of sail designs and specification sheets is required.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under supervision of the sail designer.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Lay up, plot and mark sail**	2.1	Interpret sail design specifications and clarify sail type, where necessary
		2.2	Interpret lay-up instructions and check sail cloth width and quality against lay-up instructions
		2.3	Plot lay marker on the sail cloth using manual techniques and copy mark on the sail cloth
		2.4	Check marker and lay alignment against design specifications and make adjustments, as required
		2.5	Store master copy of lay marker according to workplace procedures, as appropriate
3	**Cut sail**	3.1	Lay out sail cloth correctly using proper handling techniques
		3.2	Check sail cloth for faults or inconsistencies and take appropriate action
		3.3	Obtain and check cutting equipment according to specifications for work
		3.4	Cut sail cloth according to WHS and workplace procedures
		3.5	Inspect cut sail cloth, identify any faults and take appropriate action to ensure cut pieces meet required quality standards and design specifications
4	**Join sail panels**	4.1	Identify required joining technique according to design and sail specifications, and prepare work area and resource requirements

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		4.2	Prepare, align, anchor or otherwise stabilise sail cloth surfaces for application of adhesive or sewing
		4.3	Join sail panels according to design specifications, WHS and workplace procedures
		4.4	Monitor joining continuously for errors and to ensure correct alignment and integrity to design specifications
		4.5	Allow bonded joins to cure for specified time, using heat application, where appropriate
5	**Finalise work**	5.1	Remove sail and inspect bonded or sewn joins, and test for strength and accuracy against design specifications
		5.2	Identify and address faults and inconsistencies or discrepancies with design
		5.3	Transfer sail to next area for finishing, and complete housekeeping and required production documentation
		5.4	Clean work area, clean and return tools and equipment to safe storage, and perform normal basic maintenance, in accordance with workplace requirements and manufacturer specifications

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs

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following:	• work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Sail types include one or more of the following:	• one design • cruising • cruiser and racing • racing yacht • sails for a range of boat sizes
Lay-up includes the following:	• cross-cut, radial and membrane panel layouts
Sail cloth includes two or more of the following:	• dacron • nylon • vinyl • canvas • wovens • spinnaker • laminet • composite sailcloth
Cutting equipment includes the following:	• scissors • power tools
Resource requirements include one or more of the following:	• power tools • spray guns • portable ventilation fans • hot air dryers • heat lamps • sewing machines

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- needles
- threads
- adhesive applicators
- cleaning cloths
- solvents

Joining techniques include one or more of the following:

- sewing, using a variety of stitch types
- use of adhesives, such as glue, tape and other bonding agents
- combination of both sewing and adhesives

PPE includes one or more of the following:

- masks
- goggles
- aprons or other protective covers
- gloves

Required production documentation includes the following:

- record of inconsistencies or faults
- record of adhesives used
- instructions for finishing
- production information
- time and date
- labelling
- packing or transfer information

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF3006A Cut and join sail panels

Links

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Assessment Requirements for MSTTF3006 Cut and join sail panels

Modification History

Release 1. Supersedes and is equivalent to LMTTF3006A Cut and join sail panels

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- correctly interpreting sail design and lay-up instructions for at least three (3) sails types
- laying up, plotting and marking sail according to specifications
- correctly adjusting lay height and position of sail cloth and cutting sail cloth to lay
- selecting appropriate joining method on at least three (3) occasions to industry standards on different sail types or sizes
- checking work against information and specifications throughout sail making process
- identifying faults and inconsistencies in sailcloth, markings, and joined sails
- storing materials and equipment and disposing of wastes according to work health and safety (WHS) practices and industry regulations
- maintaining machines and work area
- documenting and transferring production information and maintaining accurate records according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- sail types for various uses and boat sizes
- cross-cut, radial and membrane panel layouts
- sail cloths commonly used in sail making, and their performance factors
- manual plotting and marking techniques
- manual handling techniques for sailcloth
- operating principles of sewing machines used in sail making
- needle, thread and stitch specifications
- adhesives used in sail making, and practices and procedures for application
- WHS and environmental and waste-management requirements of sail making industry
- curing requirements

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- procedures for strength testing of joined sail cloth
- WHS practices, including hazard identification and control measures
- practices for recording and reporting
- workplace procedures.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in cutting and joining sail panels, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTF3007 Manufacture textile structures

Modification History

Release 1. New unit

Application

This unit of competency covers the skills and knowledge required to fabricate and install outdoor protective textile covers to suit a range of purposes. The fabricated product may be designed to standard or customised requirements to fit a vehicle, building or frame structure.

The unit of competency applies to the design, marking out, manufacturing and fitting of the finished textile product. Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes.

Work may be conducted in a variety of environments, such as workshops and various on-site locations and may also involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile Fabrication

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Set up and plan job sequence**	2.1	Plan task sequence and estimate time required to complete operations
		2.2	Consult with supervisor or client to confirm and clarify production requirements
		2.3	Determine materials, hardware and attachments required and calculate quantities
		2.4	Determine and prepare appropriate workspace to conduct production process
		2.5	Identify and set up all appropriate tooling and equipment
3	**Carry out fabrication process**	3.1	Operate equipment according to relevant SOPs
		3.2	Lay out, mark and cut material to suit design and shape of product
		3.3	Fabricate product using sewing, welding or gluing
		3.4	Fit required attachments according to job specifications
		3.5	Inspect product for quality or defects prior to installation
		3.6	Complete work systematically with attention to detail without damage to goods and equipment
4	**Fit or install fabricated product**	4.1	Set up appropriate installation tooling and equipment
		4.2	Install product according to job specifications
		4.3	Inspect finished product to identify and make good any defects or minor adjustments

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4.4 Clean and restore workspace, tools and equipment and maintain records, according to workplace procedures

4.5 Comply with workplace procedures relating to environmental protection, waste disposal, pollution control and recycling

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS requirements

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Outdoor textile structures include one or more of the

- vehicles coverings
- shade sails
- awnings

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following:	• marine canopies • blinds •
Materials, hardware and attachments include one or more of the following:	• textiles • canvas • turnbuckles • poles • posts • wire • metal or aluminium frames • tensioning hardware

Unit Mapping Information

Release 1. New unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTF3007 Manufacture textile structures

Modification History

Release 1. New unit.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- interpreting drawings, diagrams, sketches and specifications
- constructing new or replacement textile structure with required materials, hardware and attachments according to relevant standards, on at least two (2) occasions
- complying with all relevant safety requirements in using tools and equipment for handling materials, laying out and marking out
- calculating material quantities, clarifying and checking measurements and task-related information, and measuring lay out and marking out accurately
- sequencing operations to meet specifications and using sewing, welding or gluing techniques, as required, to fabricate product
- fitting required hardware and attachments according to specifications
- fitting and installing product to meet design specifications and quality standards
- completing work systematically with attention to detail without damage to goods and equipment
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- textile characteristics
- production process and types of structures, such as:
  - vehicles coverings
  - shade sails
  - awnings
  - marine canopies
  - blinds

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- measuring instruments and techniques
- material, hardware and attachments, such as:
  - textiles
  - canvas
  - turnbuckles
  - poles
  - posts
  - wire
  - metal or aluminium frames
  - tensioning hardware
- mathematical processes, geometry and geometrical shapes
- engineering drawing principles and practices
- safe use of tools and equipment used in handling materials, laying out and marking out
- lay out and mark out principles and practices
- factors affecting fabrication and product construction processes, including sewing, welding or gluing techniques
- work health and safety (WHS) and environmental requirements of relevant industry and workplace procedures
- general industry housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- manufacturer specifications of tools and equipment
- fault identification in materials and textile products, and methods of repair
- identification of equipment faults and methods of repair
- safety and environmental aspects of relevant enterprise activities
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in manufacturing textile products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTTN2001 Set up and operate a dry laid web forming machine

Modification History

Release 1. Supersedes and is equivalent to LMTTN2001B Set up and operate a dry laid web forming machine

Application

This unit of competency covers the skills and knowledge required to set up and operate dry laid web forming machines used to manufacture non-woven textiles.

The unit of competency covers the skills needed for initial start-up and product changeovers of dry laid web forming machines, including machine settings, first-off runs, adjustments and instructions to operators.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical textiles and non-wovens

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Set up and load dry laid web forming machine**	2.1	Check specifications to identify requirements for production
		2.2	Check raw materials, containers and quantities
		2.3	Adjust machine settings to meet product requirements
		2.4	Clean area around machine during and on completion of setting and loading
3	**Operate and monitor dry laid web forming machine**	3.1	Start and stop dry laid web forming machine according to manufacturer instructions and job requirements
		3.2	Monitor machine operations to ensure safe and correct operation
		3.3	Sort waste and clean machine when required
		3.4	Identify, correct and report minor product, process and machine faults, where necessary, to meet specified requirements
		3.5	Operate machine according to WHS and workplace practices and report major machine faults
4	**Check quality and complete dry laid web forming operations**	4.1	Check formed web against quality standards and production requirements
		4.2	Identify, rectify or report web faults and non-conformances
		4.3	Despatch dry laid web to next manufacturing or packing process
		4.4	Clean area to maintain a safe and productive work

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environment

4.5 Complete production records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling
Australian Standards include:	• WHS practices • the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Fibres include one or more of the following:	• fibre size:
	  • length 30-80 mm
	  • 1.1-8.0 dtex (diameter)
	• fibre types:
	  • rayon and other cellulosics
	  • nylon

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- polyester
- polypropylene
- cotton
- wool
- glass
- bi-component

Dry laid web includes one or more of the following:

- web formed using any of the following techniques:
  - carded web (parallel laid)
  - carded web (cross laid)
  - carded web (random laid)
  - air laid staple fibre web
  - high-loft webs

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTN2001B Set up and operate a dry laid web forming machine

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Links

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Assessment Requirements for MSTTN2001 Set up and operate a dry laid web forming machine

Modification History

Release 1. Supersedes and is equivalent to LMTTN2001B Set up and operate a dry laid web forming machine

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least two occasions and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- checking machine safety equipment and reporting any faults
- preparing materials for web forming
- loading and unloading materials
- starting and stopping dry laid web forming machines according to specifications on at least two (2) occasions
- monitoring machine operations, including machine production readings, on at least two (2) occasions
- recognising, rectifying and reporting machine faults or problems as required
- maintaining clean machines and work environment, as required
- undertaking quality checks and recognising and responding to faulty product
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- fibre types, including:
  - rayon and other cellulosics
  - nylon
  - polyester
  - polypropylene
  - cotton
  - wool
  - glass

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    - bi-component
- fibre characteristics, including:
    - absorbency
    - abrasion resistance
    - modulus
    - web 'handle'
    - moisture absorption
    - chemical and temperature resistance
    - melting point
    - fibre measuring units, including decitex and denier and fibre diameter - equation
    - fibre or filament crimp
- advantages of fibre opening and blending:
    - component independent system
    - guarantee a homogeneous mixture
    - constant performance
    - flexible operation
    - high degree of automation
    - working and stripping principles of carding
- different types of carded webs, such as:
    - parallel laid web
    - parallel laid web with spreading device
    - parallel laid web with scrambling
    - random laid web
    - random laid web with scrambling
    - layered and cross laid webs
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in setting up and operating a dry laid web forming machine, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTN2002 Set up and operate a spun bond web forming machine

Modification History

Release 1. Supersedes and is equivalent to LMTTN2002B Set up and operate a spun bond web forming machine

Application

This unit of competency covers the skills and knowledge required to set up and operate spun bond web forming machines used to manufacture non-woven textiles.

The unit of competency covers the skills needed for initial start-up and product changeovers of spun bond web forming machines, including machine settings, first-off runs and adjustments.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical textiles and non-wovens

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Set up and load spun bond web forming machine**	2.1	Check specifications to identify requirements to produce filaments
		2.2	Check raw materials containers and quantities
		2.3	Adjust machine settings to meet product requirements
		2.4	Clean area around machine during and on completion of setting and loading
3	**Operate and monitor spun bond web forming machine**	3.1	Start and stop spun bond web forming machine according to machine manufacturer instructions and job requirements
		3.2	Monitor machines to ensure operation is correct and safe
		3.3	Sort waste and clean machine, when required
		3.4	Identify, correct and report minor product, process and machine faults, where necessary, to meet specified requirements
		3.5	Operate machine according to WHS and workplace practices and report major machine faults
4	**Check web quality and complete operations**	4.1	Check formed web against quality standards and production requirements
		4.2	Identify, rectify or report web faults and non-conformances
		4.3	Despatch spun bond web to bonding or finishing process

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4.4 Clean area to maintain a safe and productive work environment

4.5 Complete production records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Filaments include one or more of the following:

- continuous threads
- size - 1.1-8.0 dtex (diameter)
- different types, including polyester and polypropylene

Spun bond web forming

- extrusion and spinning

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machines include one or more of the following:	• attenuating • orientation • lay down • web carrying • web bonding machine
Spun bond web process includes the following:	• the melt spinning of polymers to produce continuous filaments (threads) of polymer • threads are laid to form a web • web is then bonded and finished
WHS practices	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following: • manual handling techniques • SOPs • PPE • safe materials handling • taking of rest breaks • ergonomic arrangement of workplaces • following marked walkways • safe storage of equipment • housekeeping • reporting accidents and incidents • other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTN2002B Set up and operate a spun bond web forming machine

Links

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Assessment Requirements for MSTTN2002 Set up and operate a spun bond web forming machine

Modification History

Release 1. Supersedes and is equivalent to LMTTN2002B Set up and operate a spun bond web forming machine

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures and safe work practices and other reference material
- applying relevant standards
- checking machine safety equipment and reporting any faults
- preparing materials for web forming
- loading and unloading materials
- starting and stopping spun bond web forming machines according to specifications on at least two (2) occasions
- monitoring machine operations, including machine production readings, on at least two (2) occasions
- recognising, rectifying and reporting machine faults or problems, as required
- maintaining clean machines and work environment, as required
- undertaking quality checks and recognising and responding to faulty product
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- operational variables, including:
  - polymer throughput
  - air throughput
  - spinneret configuration (hole size and distance to collector)
  - spinning, drawing and deposition options and techniques
  - bonding techniques and options
  - filament types, including:
    - polyester

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    - polypropylene
- filament characteristics, including:
    - spinnability
    - filament structure
    - filament crimp
- measuring units, including decitex and denier
- work health and safety (WHS) practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in setting up and operating a spun bond web forming machine, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTN2003 Use basic recognition techniques to identify technical and non-woven textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTN2003B Use basic recognition techniques to identify technical and non-woven textiles

Application

This unit of competency covers the skills and knowledge required to recognise the different types of technical textiles and non-woven materials, including component fibres and yarns. The unit includes underpinning knowledge on the difference between a woven or knitted technical textile and a non-woven textile.

The unit of competency applies to production of technical textiles and non-woven textiles, generally known in industry as non-wovens. The unit covers the recognition of textiles manufactured using natural or synthetic fibres or yarns. The recognition techniques do not require laboratory skills. The fibres forming the technical or non-woven textile may be a staple or continuous filament.

Technical textiles covered by this unit are textiles used for engineering, safety, agricultural, medical, and other specialised non-apparel furnishing and floor covering applications. Non-woven textiles covered by this unit may be made by mechanically, chemically or thermally interlocking layers or networks of fibres or filaments.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical textiles and non-wovens

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Identify fibres, yarns and other raw materials**	1.1	Use recognition techniques to identify natural and synthetic fibres and yarns
		1.2	Identify non-fibre-based materials used in manufacture of technical or non-woven product
2	**Identify and classify technical and non-woven textiles**	2.1	Examine material samples to distinguish and identify woven, knitted and non-woven textiles
		2.2	Identify the different methods of production for technical textiles and non-wovens
		2.3	Identify the range of applications for technical textiles and non-wovens
		2.4	Use appropriate tests to classify intermediate and final technical and non-woven textile product
		2.5	Conduct test according to work health and safety (WHS) and workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)

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- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Fibres and yarns may be of natural or synthetic origin and include one or more of the following:

- spun
- ply
- combo
- blended
- crimped
- monofilament
- multifilament
- staple spun
- staple or continuous filaments
- fusible fibres
- bi-components
- co-polyesters

Non-fibre-based materials include one or more of the following:

- paper or other materials used in wrapping
- raw materials chemicals either in liquid, pellet or solid form
- catalyst chemicals
-

Applications include one or more of the following:

- medical
- hygiene
- sporting
- engineering
- safety
- transportation
- construction
- agricultural
- other
- as a stand-alone product

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	• incorporated into another product
Woven textile includes one or more of the following:	• textile fabric produced by interlacing two yarns of similar materials • the yarns cross each other at right angles to produce the fabric
Knitted textile includes:	• fabric produced by interlocking a series of loops of one or more yarns
Non woven includes one or more of the following:	• manufactured sheet, web, batt or other product made up of directionally or randomly oriented fibres, or filaments bonded by friction, cohesion and/or adhesion, excluding paper • mechanically, chemically or thermally interlocking layers or networks of fibres or filaments • textiles based on a scrim (mesh into which fibres are inserted) or scrimless
Technical includes one or more of the following:	• textiles that have been manufactured for special performance properties and applications • generally non-apparel, carpet or furnishing products unless a specific technical feature beyond what is normally found in clothing, carpet or furnishing products has been added, such as special fire-retardant clothing
Tests include one or more of the following:	• visual checking • colour matching • weighing • dimensional measuring • tests for moisture, stretch, gloss, texture, handle, tensile strength, stability, shrinkage, stretch and permeability • results of calendaring • application of surface finishes • tests on raw materials, including fibres and yarns, intermediate and final fabrics
WHS practices	WHS practices must include hazard identification and

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control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- personal protective equipment (PPE)
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTN2003B Use basic recognition techniques to identify technical and non-woven textiles

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTN2003 Use basic recognition techniques to identify technical and non-woven textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTN2003B Use basic recognition techniques to identify technical and non-woven textiles

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- identifying different methods of production to create technical textiles or non-wovens
- identifying at least five (5) examples each of natural and synthetic fibres and yarns
- identifying at least five (5) industry applications of technical textiles and non-wovens
- using a range of appropriate tests to differentiate between woven, knitted and non-woven textiles on at least five (5) samples
- identifying appropriate tests on at least five (5) samples to classify intermediate and final technical and non-woven textile product
- applying work health and safety (WHS) and workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- difference between woven, knitted and non-woven textiles
- different methods of production for technical textiles and non-wovens
- range of applications for technical textiles and non-wovens
- difference between natural and synthetic fibres
- range of tests to distinguish types of textiles and between intermediate and final technical textiles or non-wovens
- WHS practices, including hazard identification and control measures
- quality procedures
- workplace procedures.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in using basic recognition techniques to identify technical and non-woven textiles, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTTN2004 Undertake web bonding processes

Modification History

Release 1. Supersedes and is equivalent to LMTTN2004B Undertake web bonding processes

Application

This unit of competency covers the skills and knowledge required to undertake web bonding processes.

The unit of competency applies to chemical, thermal, mechanical and latex bonding processes.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical textiles and non-wovens

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for web bonding**	2.1	Check specifications to identify requirements for production
		2.2	Identify web bonding process, and where options exist, select correct web bonding process according to product requirements
		2.3	Check bonding raw material supply where appropriate
		2.4	Set machine controls to meet product requirements
3	**Undertake web bonding**	3.1	Check formed web supply and speed conforms to specification
		3.2	Monitor web bonding process and adjust operational parameters to meet product requirements.
		3.3	Monitor machine operations to ensure safe and correct operation
		3.4	Identify, correct and report minor product, process and machine faults where necessary to meet specified requirements
		3.5	Operate machine according to WHS and workplace practices and report major machine faults
4	**Check quality and complete web bonding process**	4.1	Check bonded web against quality standards and production requirements
		4.2	Identify, rectify or report bonded web faults and non-conformances
		4.3	Send bonded web for web conversion and finishing or next manufacturing or packing process
		4.4	Clean area to maintain a safe and productive work environment

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4.5 Complete production records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Web bonding processes include one or more of the following:	• chemical bonding:
	  • solvent bonding
	  • foam bonding
	  • hydrogen bonding
	  • print bonding
	  • latex addition to formed web
	  • inorganic binders

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- thermal bonding (for fusible, bi-component and co-polyester fibres):
  - calender bonding
  - engraved calender bonding
  - air bonding
- mechanical bonding:
  - needle punch
  - stitchbond
  - hydro-entanglement

Machine operations include one or more of the following:

- speed settings for web progression
- heat settings
- solution settings
- needle punch settings
- settings made using computer, mechanical and electronic controls

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTN2004B Undertake web bonding processes

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Assessment Requirements for MSTTN2004 Undertake web bonding processes

Modification History

Release 1. Supersedes and is equivalent to LMTTN2004B Undertake web bonding processes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- interpreting production orders and schedules
- setting and checking machine settings to meet production requirements on at least two (2) occasions
- monitoring web bonding operations according to defined procedures and methods on at least two (2) occasions
- recognising, rectifying and reporting machine faults or problems as required
- making minor adjustments
- checking product samples against quality standards and responding to faulty product
- loading and unloading products
- completing records accurately and completely
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- web bonding processes, including chemical bonding (e.g. foam, spray or print bonding), thermal bonding and mechanical bonding
- chemical bonding:
  - binding agent preparation and settings
- thermal bonding:
  - calender and air bonding for fusible, bi-component and co-polyester fibres
- mechanical bonding:
  - needle punch
  - stitchbond
  - hydro-entanglement

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- work health and safety (WHS) practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in undertaking web bonding processes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTN2005 Undertake web conversion and finishing

Modification History

Release 1. Supersedes and is equivalent to LMTTN2005B Undertake web conversion and finishing

Application

This unit of competency covers the skills and knowledge required to undertake web conversion and finishing processes for non-woven textiles.

The unit of competency covers the skills needed to convert bonded web into product ready for finishing and packing processes, and to complete required finishing and packing processes.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical textiles and non-wovens

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for web conversion**	2.1	Check specifications to identify requirements for production
		2.2	Select web conversion and finishing process according to product specification
		2.3	Set web guides and tensions for product according to specifications
		2.4	Set machine controls to meet product requirements
3	**Undertake web conversion and finishing**	3.1	Check bonded web supply and speed for conformance to specification
		3.2	Monitor web conversion and finishing process and adjust operational parameters to meet product requirements
		3.3	Monitor machine operations to ensure safe and correct operation according to WHS practices
		3.4	Identify and rectify web or cylinder alignment problems
		3.5	Identify, correct or report other minor product process and machine faults, where necessary, to meet specified requirements
		3.6	Clean machine when required and report major machine faults
4	**Check quality and complete finished and converted web**	4.1	Check finished and converted web against quality standards and production requirements
		4.2	Identify, rectify or report faults and non-conformances
		4.3	Pack and label finished web or non-woven product

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	according to order and product requirement
4.4	Clean area to maintain a safe and productive work environment
4.5	Complete production records

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Web conversion and finishing processes include one or more of the following:	• web cutting, slitting and re-reeling • base web finishing (micro-crepeing) • base web finishing (coating) • base web finishing (extrusion coating)

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- base web finishing (flocking)
- base web finishing (corona/plasma)
- chemical finishing treatment
- coating of webs using closed and open systems
- chemical treatment, such as:
  - fluoro-chemical treatment for aqueous liquid repellency
  - silicone treatment for aqueous liquid repellency
  - anti-microbial treatment
  - flame retardency treatment
  - micro-encapsulation

Machine operations include one or more of the following:

- computer
- mechanical
- electronic controls

Web guides and tensions include one or more of the following:

- mechanical
- electronic
- pneumatic

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTN2005B Undertake web conversion and finishing

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Links

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Assessment Requirements for MSTTN2005 Undertake web conversion and finishing

Modification History

Release 1. Supersedes and is equivalent to LMTTN2005B Undertake web conversion and finishing

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- interpreting production orders and schedules
- setting and checking machine settings to meet production requirements on at least two (2) occasions
- setting web guides and tensions on at least two (2) occasions
- monitoring web conversion and finishing operations according to defined procedures and methods on at least two (2) occasions
- making minor adjustments
- recognising, rectifying and reporting machine faults or problems, as required
- maintaining clean machines and work environment, as required
- checking product samples against quality standards
- loading and unloading products
- completing records accurately and completely
- applying workplace procedures
- applying work health and safety (WHS) practices in work operations.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- web conversion and finishing processes, including effect of process on web and desired performance of finished product
- web guides and tensions relevant to workplace procedures
- machine operations relevant to workplace procedures
- safe handling requirements for chemicals
- WHS practices, including hazard identification and control measures
- quality practices

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- workplace practices
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in undertaking web conversion and finishing, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTN2006 Identify purpose and performance outcomes of technical textile product

Modification History

Release 1. Supersedes and is equivalent to LMTTN2006B Identify purpose and performance outcomes of technical textile product

Application

This unit of competency covers the skills and knowledge required to identify the purpose and desired performance characteristics of a technical textile or non-woven product.

The unit of competency applies to the identification of the purpose and performance characteristics of textiles that have been manufactured for special technical purposes. A technical textile may be produced by a technical finish on a normal yarn or fabric or composed of a specially made technical yarn or fabric.

The unit of competency applies to employees who are required to have a basic understanding of the product being manufactured, such as team leaders and senior operators with responsibility for explaining the enterprise's products to visitors and other employees. The unit does not cover knowledge of the technical textile requiring special scientific or engineering study.

A technical textile is generally not clothing, carpet or a furnishing product unless a specific technical feature beyond what is normally found in clothing, carpet or furnishing has been added. An example would be special fire-retardant clothing.

Applications of technical textiles may be for medical, hygiene, sporting, transportation, construction, agricultural and other purposes. The technical textile may be used as a stand-alone product or incorporated into another product. The technical textile application may occur as a result of new materials, new processes and new applications that result in the textile having the desired technical performance characteristic.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Pre-requisite Unit

MSTTN2003 Use basic recognition techniques to identify technical and non-woven textiles

Competency Field

Technical textiles and non-wovens

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Identify purpose and performance of technical textile**	1.1	Identify a range of applications for technical textiles
		1.2	Identify the technical purpose of technical textiles
		1.3	Identify industry and commercial applications of technical textiles
		1.4	Identify performance features of technical textiles and special conditions of use
		1.5	Identify performance or quality standards relating to technical textiles
2	**Identify process used to generate technical textile performance features**	2.1	Identify manufacturing process of technical textile products
		2.2	Identify the impact of quality on production processes
		2.3	Identify testing procedures used to assess quality or performance of technical textile products

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Applications industries and sectors include one or more of the following:

- transport
- industrial products and components
- medical and hygiene products
- domestic equipment and furnishing (e.g. fibrefill and insulation applications)
- clothing components (e.g. threads and interlinings)
- agriculture, horticulture and fishing
- construction and engineering
- packaging and containment
- sport and leisure equipment and performance fabric and clothing
- geo-textiles
- protective and safety clothing and textiles

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- monofilament fibres for computer technologies

Technical effects include one or more of the following:

- abrasion resistance
- low or high permeability to gases and liquids
- flame retardant
- low flammability
- resistance to chemicals
- protection against sunlight caused weathering
- oxidation resistance
- fire resistance or protection
- water-repellent finish
- anti-static finish
- anti-microbial and anti-fungal property
- non-shrink properties
- electrical conductivity or insulation
- phase change as in fibres that can alter according to external conditions such as temperature
- conversion of light to heat
- bio compatibility
- digital operations

Processes include one or more of the following:

- plaiting
- knotting
- weaving
- warp and weft knitting
- stitchbonding
- braiding
- dry laid and spun bond non-woven manufacturing
- calendering
- raising
- cropping
- compressive shrinking
- heat setting
- coating
- laminating
- fusing

Tests include one or more of the following:

- visual checking
- colour matching
- weighing

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- dimensional measuring
- tests for moisture, stretch, gloss, texture, handle, tensile strength, stability, shrinkage, stretch and permeability
- results of calendaring
- application of surface finishes
- tests on raw materials, including fibres and yarns, intermediate and final fabrics

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTN2006B Identify purpose and performance outcomes of technical textile product

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTN2006 Identify purpose and performance outcomes of technical textile product

Modification History

Release 1. Supersedes and is equivalent to LMTTN2006B Identify purpose and performance outcomes of technical textile product

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- identifying at least five (5) application areas for technical textiles
- identifying primary purpose and intended performance of at least two (2) technical textiles
- identifying manufacturing process for at least two (2) technical textiles
- identifying quality specifications of at least two (2) technical textiles
- identifying at least two (2) testing procedures used to assess quality or performance of technical textile
- applying workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- purpose, manufacturing process and performance characteristics of technical textiles
- process:
  - plaiting
  - knotting
  - weaving
  - warp and weft knitting
  - stitchbonding
  - braiding
  - dry laid and spun bond non-woven manufacturing
  - calendering
  - raising
  - cropping
  - compressive shrinking

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    - heat setting
    - coating
    - laminating
    - fusing
- technical effects:
    - abrasion resistance
    - low or high permeability to gases and liquids
    - flame retardant
    - low flammability
    - resistance to chemicals
    - protection against sunlight caused weathering
    - oxidation resistance
    - fire resistance or protection
    - water-repellent finish
    - anti-static finish
    - anti-microbial and anti-fungal property
    - non-shrink properties
    - electrical conductivity or insulation
    - phase change as in fibres that can alter according to external conditions, such as temperature
    - conversion of light to heat
    - bio compatibility
    - digital operations
- different methods of production for technical textiles
- range of applications for technical textiles:
    - medical
    - hygiene
    - sporting
    - transportation
    - construction
    - agricultural
    - other purposes
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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- have vocational competency in identifying purpose and performance outcomes of technical textile product, at least to the level being assessed, with relevant industry knowledge and experience.

- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTN2007 Conduct technical textile mechanical finishing processes

Modification History

Release 1. Supersedes and is equivalent to LMTTN2007B Conduct technical textile mechanical finishing processes

Application

This unit of competency covers the skills and knowledge to conduct technical textile mechanical finishing processes.

The unit of competency applies to finishing processes used in the production of technical textiles. Processes may include heat setting, scouring, calendering, singeing, impregnation, raising, cropping and compressive shrinkage.

Technical textiles are textile products that have been manufactured for special technical performance and applications. Clothing, carpet or furnishing textile products are generally not regarded as a technical textile unless a specific technical feature beyond what is normally found in clothing, carpet or furnishing has been added. An example would be special fire-retardant clothing.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical textiles and non-wovens

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for mechanical finishing processes**	2.1	Make appropriate checks to ensure that textile fabric or web is ready for mechanical finishing processes
		2.2	Conduct appropriate pre-finishing tests if required
		2.3	Prepare work area according to WHS practices and workplace procedures
		2.4	Prepare and adjust specialised machine according to product finishing specifications
		2.5	Report and record any problems
3	**Operate mechanical finishing machines**	3.1	Operate mechanical finishing machines and follow WHS practices
		3.2	Check mechanical finishing machines during operation and adjust to ensure optimum performance
		3.3	Identify, report and record any machine or product faults
		3.4	Assess technical textile complies with quality standards and product finishing specifications
4	**Despatch completed work**	4.1	Check technical textile production against quality standards and job requirements
		4.2	Conduct appropriate tests and sampling, as required

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4.3 Direct technical textile production to next operation

4.4 Complete work documentation as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Mechanical finishing processes include one or more of the following:	• heat setting • scouring • calendering • singeing • impregnation • raising

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- cropping
- compressive shrinkage

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTN2007B Conduct technical textile mechanical finishing processes

Links

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Assessment Requirements for MSTTN2007 Conduct technical textile mechanical finishing processes

Modification History

Release 1. Supersedes and is equivalent to LMTTN2007B Conduct technical textile mechanical finishing processes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- safely setting up and operating technical textile mechanical finishing machines on at least three (3) occasions
- setting and checking machine settings to meet production requirements on at least three (3) occasions
- monitoring machine to ensure optional production on at least three (3) occasions
- recognising, rectifying and reporting machine faults or problems, as required
- checking product samples, machine and process against quality standards
- despatching textile to next operation
- completing records accurately and completely
- applying workplace procedures
- applying work health and safety (WHS) practices in work operations.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- mechanical processes used within an enterprise for technical textile finishing operations
- quality standards and technical textile handling procedures
- WHS practices
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in conducting technical textile mechanical finishing processes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTN2008 Conduct heat setting on technical textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTN2008B Conduct heat setting on technical textiles

Application

This unit of competency covers the skills and knowledge required to conduct heat-setting processes on technical textiles. Technical textiles are textile products that have been manufactured for special technical performance and applications.

The unit of competency applies to heat-setting operations on technical textiles. Heat setting is mainly conducted on synthetic technical textiles especially nylon and polyester. Heat setting is a process designed to give a technical textile dimensional stability or other permanent characteristic through heat-induced molecular change.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical textiles and non-wovens

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for heat-setting process**	2.1	Make appropriate checks to ensure that textile fabric or web is ready for heat-setting process
		2.2	Prepare work area according to WHS practices and workplace procedures
		2.3	Prepare and adjust heat-setting machine according to specifications required for work
		2.4	Report and record problems according to workplace procedures
3	**Prepare technical textile for heat setting**	3.1	Conduct appropriate pre-heat-setting tests on technical textile, as required
		3.2	Fix technical textile into position on heat setting machine or conveyor
		3.3	Check job or batch requirements
4	**Operate and monitor heat-setting machine**	4.1	Set temperature to achieve quick and even heat over width of technical textile
		4.2	Set duration of heating process according to job requirements
		4.3	Set other controls, such as conveyor speed, moisture and fans, according to job and process requirements
		4.4	Monitor technical textile and machine during heat-setting process to ensure quality, and safe and efficient operation

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4.5 Identify machine or process faults and take required action

4.6 Remove technical textile from heat-setting machine and carry out dimensional and other tests, as required

4.7 Direct technical textile to next operation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Machines include one or more of the following:

- stenters
- drying, curing and heating ovens
- steamers

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- humidifiers
- similar machines, including associated conveyors
-

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTN2008B Conduct heat setting on technical textiles

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTN2008 Conduct heat setting on technical textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTN2008B Conduct heat setting on technical textiles

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- safely setting up and operating technical textile heat-setting machines and work area on at least three (3) occasions
- preparing and adjusting heat-setting machine according to specifications required for work on at least three (3) occasions
- monitoring technical textile and machine during heat-setting process to ensure safe and efficient operation on at least three (3) occasions
- removing technical textile from heat-setting machine and carrying out dimensional and other tests as required
- consistently achieving quality and production output requirements
- identifying and responding to machine or process faults
- following job specifications and orders
- applying workplace procedures
- maintaining records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- heat-setting principles, including potential for variation in outcomes caused by temperature, moisture and fibre or yarn stress
- heat-setting machines:
  - stenters
  - drying
  - curing and heating ovens
  - steamers
  - humidifiers

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    - similar machines, including associated conveyors
- machine operations relevant to workplace procedures
- process and machine faults
- work health and safety (WHS) practices
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in conducting heat setting on technical textiles, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTN2009 Apply surface coating to technical textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTN2009B Apply surface coating to technical textiles

Application

This unit of competency covers the skills and knowledge required to apply surface coating to technical textiles. Technical textiles are textile products that have been manufactured for special technical performance and applications.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical textiles and non-wovens

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in

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			accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for surface coating process**	2.1	Make appropriate checks to ensure that textile fabric is ready for surface coating process
		2.2	Prepare work area according to WHS practices and workplace procedures
		2.3	Obtain or prepare surface coating according to manufacturer instructions and specifications required for job
		2.4	Report and record problems according to workplace procedures
3	**Prepare technical textile for surface coating**	3.1	Conduct appropriate tests on technical textile before application of surface coating, as required
		3.2	Fix technical textile into position on machine or conveyor, as required
		3.3	Check job or batch requirements
4	**Operate and monitor surface coating machine**	4.1	Load coating mix or transfer sheet into machine reservoir for pick-up by knife, coating roller, gravure roller, rotary screen, laminating or tie coat machine, where applicable
		4.2	Set machine to correct heat, speed and thickness according to process and job requirements
		4.3	Undertake and monitor coating process to ensure application is according to job requirements and manufacturer instructions
		4.4	Remove coated technical textile from coating machine and conduct tests, as required
		4.5	Direct coated technical textile to next operation

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Surface coating processes include one or more of the following:	• lick roll • knife coating • gravure • rotary screen • hot melt • transfer coating
WHS practices	WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

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- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTN2009B Apply surface coating to technical textiles

Links

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Assessment Requirements for MSTTN2009 Apply surface coating to technical textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTN2009B Apply surface coating to technical textiles

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- safely setting up and operating technical textile surface coating machines and work area on at least two (2) occasions
- safely and accurately mixing and loading surface coating mixtures on at least two (2) occasions
- preparing and adjusting coating machine according to specifications required for work on at least two (2) occasions
- monitoring technical textile and machine during coating process to ensure safe and efficient operation on at least two (2) occasions
- consistently achieving quality and production output requirements
- identifying and responding to machine or process faults
- following job specifications and orders
- applying workplace procedures
- maintaining records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- chemical handling
- surface coating processes and materials
- machine operations relevant to surface coating and workplace procedures
- process and machine faults
- work health and safety (WHS) practices
- quality practices
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in applying surface coatings to technical textiles, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTN2010 Apply laminations or fusible interlinings to technical textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTN2010B Apply laminations and fusible interlinings to technical textiles

Application

This unit of competency covers the skills and knowledge required to apply laminations and fusible interlinings to technical textiles. Technical textiles are textile products that have been manufactured for special technical performance and applications

Techniques allow for the bonding of two textile fabrics to give increased stiffening or other enhanced technical performance in the final product. The unit of competency covers the use of solvent, powder or hot melt adhesives to achieve lamination or apply interlining.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical textiles and non-wovens

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare technical textile for laminating or application of fusible interlining**	2.1	Make appropriate checks to ensure that textile fabrics are ready for laminating or application of fusible interlining
		2.2	Prepare work area according to WHS practices and workplace procedures
		2.3	Obtain or prepare solvent, powder or hot melt adhesive according to manufacturer instructions and specifications required for job
		2.4	Report and record problems according to workplace procedures
3	**Prepare technical textile for lamination or insertion of interlining**	3.1	Conduct appropriate tests on technical textile before lamination or fusing of interlining, as required
		3.2	Fix technical textile into position on machine or conveyor, as required.
		3.3	Check job or batch requirements according to enterprise procedures
4	**Operate and monitor laminating or fusible interlining machine**	4.1	Preform coating material into a continuous sheet for laminating to substrate either by application of heat or by use of an adhesive, as required
		4.2	Apply solvent, powder, hot melt adhesive or continuous lamination sheet to technical textile or fusible interlining
		4.3	Monitor coating process to ensure application is according to job requirements and manufacturer instructions

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4.4 Set machine variables according to process and job requirements

4.5 Remove laminated or interlined technical textile from coating machine and conduct tests, as required

4.6 Direct technical textile to next operation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Machine variables include one or more of the following:

- setting of height adjustments
- setting of temperature and timer controls for heating and cooling elements

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- setting of roller controls after heating zone for linear pressure
- level adjustments of calibrating rollers for precise calibration
- conveyor belt controls for speed and direction

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTN2010B Apply laminations and fusible interlinings to technical textiles

Links

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTN2010 Apply laminations or fusible interlinings to technical textiles

Modification History

Release 1. Supersedes and is equivalent to LMTTN2010B Apply laminations and fusible interlinings to technical textiles

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- safely and accurately preparing and loading consumables on at least three (3) occasions
- safely setting and operating technical textile laminating or interlining machines on at least three (3) occasions
- monitoring coating process to ensure application is according to job requirements and manufacturer instructions on at least three (3) occasions
- removing laminated or interlined technical textile from coating machine and conducting tests, as required
- consistently achieving quality and production output requirements
- identifying and responding to machine or process faults
- following job specifications and orders
- applying workplace procedures
- maintaining records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- laminating process: the production of a textile by combining two or more fabrics using an adhesive
- adhesives (solvent, powder or hot melt adhesives)
- interlining processes: a fusible interlining is a fabric that has been coated with an adhesive coating, which under the influence of heat and pressure will melt and form a bond with any other fabric that is pressed against it
- machine operations relevant to workplace procedures
- process and machine faults
- work health and safety (WHS) practices

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- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in applying laminations and fusible interlinings to technical textiles, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTTN2011 Undertake fibre blending and feeding for non-woven technical production processes

Modification History

Release 1. Supersedes and is equivalent to LMTTN2011B Undertake fibre blending and feeding for non-woven technical production processes

Application

This unit of competency covers the skills and knowledge required to undertake fibre blending and feeding for non-woven technical production processes.

The unit of competency applies to the preparation and blending of natural or synthetic fibres for feeding into a carding machine. Fibres may be natural or synthetic and are used in a non-woven textile production process.

Work is conducted according to defined procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Technical textiles and non-wovens

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Check and identify raw fibres**	2.1	Check production specifications to identify fibres required for carding operation
		2.2	Check raw fibres comply with fibre production specification
		2.3	Carry out checks, as necessary, to determine compliance with production requirements
		2.4	Report non-conforming or defective fibre batches
3	**Blend fibres**	3.1	Select and blend fibres according to production specification
		3.2	Load additives, where required
		3.3	Load fibres into carding machine correctly
		3.4	Conduct and monitor blending to ensure blending consistency and feed uniformity, according to WHS practices
		3.5	Sort waste according to workplace procedures
4	**Complete records**	4.1	Complete production records or other documentation

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Fibre production specifications include one or more of the following:	• fibre types:
	  • rayon
	  • nylon
	  • polyester
	  • polypropylene
	  • cotton
	  • wool
	  • cellulose
	  • glass
	• fibre characteristics:
	  • absorbency

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- abrasion resistance
- modulus
- web 'handle'
- moisture absorption
- chemical and temperature resistance
- size (diameter)
- fineness (decitex or denier)
- fibre crimp

Waste includes one or more of the following:

- processed burr
- contaminants
- processed sweepings
- non-conforming fibre materials
- machine waste (e.g. grease and oil)

WHS practices

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTN2011B Undertake fibre blending and feeding for non-woven technical production processes

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Links

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTN2011 Undertake fibre blending and feeding for non-woven technical production processes

Modification History

Release 1. Supersedes and is equivalent to LMTTN2011B Undertake fibre blending and feeding for non-woven technical production processes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- checking production specifications to identify required fibres
- selecting and blending fibres according to production specification on at least three (3) occasions
- conducting and monitoring blending to ensure blending consistency and feed uniformity, according to work health and safety (WHS) practices, on at least three (3) occasions
- sorting waste according to workplace procedures
- following job specifications and orders
- applying workplace procedures
- maintaining records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- fibre types and basic characteristics
- blending and feeding processes
- technical specifications, manuals and operating instructions
- quality standards and procedures
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in undertaking fibre blending and feeding for nonwoven technical production processes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX1001 Produce a simple textile fabric or product

Modification History

Release 1. Supersedes and is equivalent to LMTTX1001B Produce a simple textile fabric

Application

This unit of competency covers the skills and knowledge required to produce a simple fabric or product.

The unit of competency applies to the production of a simple fabric or product on commercial or craft level equipment for spinning, weaving, knitting or sewing operations.

Work is conducted under direction and does not involve a large scale production environment.

This unit of competency is designed for particular application in a highly supervised environment and is suitable for selection in a VET in Schools program or where access to volume production and commercial machines and processes are not an option.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to produce a simple textile fabric or product**	2.1	Identify design and method of production to create fabric or product
		2.2	Identify and assess suitability of materials, tools and equipment to achieve plan
		2.3	Identify and review pattern for production
		2.4	Check and prepare work space, tools and equipment and identify any additional resources that may be required
3	**Produce fabric or product**	3.1	Use equipment to produce fabric or product according to plan and required workplace procedures
		3.2	Identify and correct minor product process faults, where necessary
4	**Complete production process**	4.1	Unload product or remove it from equipment
		4.2	Assess product against plan and rectify any faults.
		4.3	Clean work space and equipment and store tools and equipment

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Design includes one or more of the following:	• yarn types, combinations and patterns • tension • size • type of weave • colour • attachments and components
Equipment includes one or more of the following:	• manual spinning wheel • hand loom • knitting machine • computer-aided design (CAD) and computer-aided manufacturing (CAM) tools • sewing machine • scissors

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Materials include one or more of the following:	• wool • cotton • synthetic yarns, such as nylon, acrylic and rayon • other materials used for textile production not requiring complex processing or handling

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX1001B Produce a simple textile fabric

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX1001 Produce a simple textile fabric or product

Modification History

Release 1. Supersedes and is equivalent to LMTTX1001B Produce a simple textile fabric

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- checking equipment
- preparing yarn or materials for production
- loading and unloading materials according to equipment and workplace procedures
- starting up and shutting down equipment according to specifications and monitoring equipment operations
- using equipment to produce at least two (2) textile fabrics or products according to plan and required workplace procedures
- checking product against plan
- recognising and rectifying faults or problems as required
- cleaning equipment as required

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- techniques used for fabric or product production, such as spinning, weaving, felting, knitting and sewing
- thread tensioners and dynamics of thread movement and breakage
- equipment components
- typical fault conditions and related fault-finding procedures
- types and styles of yarns
- simple equipment maintenance techniques
- quality standards and practices
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in producing a simple textile fabric, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX2001 Perform knitting operations

Modification History

Release 1. Supersedes and is equivalent to LMTTX2007B Perform knitting operations

Application

This unit of competency covers the skills and knowledge required to prepare, operate and monitor a knitting machine.

The unit of competency applies to the preparation, operation, monitoring and adjusting of a commercial knitting machine used in the production of knitted textile products.

Work is conducted according to defined procedures. Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times

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		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to perform knitting operations**	2.1	Check specifications and machine settings to meet requirements for production and workplace procedures
		2.2	Identify, check and load yarns onto the knitting machine according to manufacturer specifications
		2.3	Report non-conforming materials and keep area around machine clean during setting and loading
3	**Operate and monitor machine**	3.1	Start, stop and monitor knitting machine according to manufacturer requirements and workplace procedures
		3.2	Check and replace yarn supply to ensure continuous flow to machine
		3.3	Sort waste and identify, correct and report minor product process and machine faults
		3.4	Report major machine faults
		3.5	Check product against quality specifications and identify faults or non-conformance
		3.6	Rectify or report product faults
4	**Complete knitting process**	4.1	Unload or remove product according to manufacturer specifications
		4.2	Despatch product to next process
		4.3	Clean and maintain work environment according to workplace procedures
		4.4	Complete production records and other documentation, as required

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Product requirements for knitting include one or more of the following:

- flat knitting
- circular knitting
- colour
- pattern
- size
- stitch gauge
- tension
- weft knits
- warp knits
- plain, purl, double and tricot knit
- sock knitting

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	• full garment
Yarns for knitting include one or more of the following:	• wool • nylon • acrylic • polypropylene • polyester • cotton • viscose • blends

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX2007B Perform knitting operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX2001 Perform knitting operations

Modification History

Release 1. Supersedes and is equivalent to LMTTX2007B Perform knitting operations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- checking machine settings to meet production requirements
- loading yarns onto the knitting machine according to production requirements and manufacturer specifications
- operating and monitoring knitting machine according to defined procedures and methods, on at least two (2) occasions
- making minor adjustments
- checking product against quality standards
- loading and unloading products according to workplace procedures
- sorting waste, and recognising, rectifying and reporting machine or product faults or problems, as required
- despatching product to next process
- cleaning and maintaining work environment according to workplace procedures
- completing production records and other documentation, as required.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- procedures and guidelines for safe operation of knitting machine
- typical fault conditions and related fault-finding procedures
- types and styles of yarns used in knitted products
- faults in knitting
- machine maintenance and repair techniques
- technical specifications manuals
- quality standards and practices
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing knitting operations, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX2002 Weigh and check textile materials and products

Modification History

Release 1. Supersedes and is equivalent to LMTTX2009B Weigh and check textile materials and products

Application

This unit of competency covers the skills and knowledge required to weigh and check textile materials and products.

The unit of competency applies to the preparation and weighing of fibre, yarns, raw materials and finished products, and checking that weights are accurately recorded. Work may be conducted under some supervision, in a variety of environments.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 **Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for weighing and checking**	2.1	Identify fibre, yarns, other materials and products to be weighed and take samples
		2.2	Organise appropriate weighing or measuring equipment and check calibration, as required
		2.3	Apply workplace procedures according to requirements of the work environment
3	**Weigh and check materials and products**	3.1	Weigh fibre, yarns, raw materials and products accurately, according to material handling and workplace procedures
		3.2	Record and document weights correctly
		3.3	Check yarns, raw materials and products for correct colour, blend and number, if appropriate
		3.4	Check weight of the fibres, yarns, raw materials and textile products against production order
4	**Confirm documentation**	4.1	Check fibres, yarn, raw materials and product weight, colour and order details against relevant documentation
		4.2	Rectify or report non-compliance, as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Work environment includes one or more of the following:	• operational workplace activities • restricted space • hazardous, controlled or exposed conditions
Materials and products include one or more of the following:	• yarns for tufting • spun cotton, worsted and woollen yarns • finished knitted garments • finished hosiery garments • non-woven raw materials and fabrics • finished fabrics used in textile printing • fabrics used in weaving, dyeing, knitting, tufting and finishing
Equipment includes one or more of the following:	• weighing machines • measuring machines

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	• mixing machines
Documentation includes one or more of the following:	• production order • delivery documentation • tickets or labels • specification sheet

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX2009B Weigh and check textile materials and products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX2002 Weigh and check textile materials and products

Modification History

Release 1. Supersedes and is equivalent to LMTTX2009B Weigh and check textile materials and products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- using machines and measuring equipment according to specifications on at least two (2) occasions
- calibrating equipment and confirming machines and equipment comply with operational specifications
- interpreting technical data
- recognising and responding appropriately to fault conditions
- testing and adjusting equipment
- weighing fibre, yarns, raw materials and products accurately, according to materials handling and workplace procedures, on at least two (2) occasions
- checking yarns, raw materials and products for correct colour, blend and number, if appropriate, on at least two (2) occasions
- checking weight of the fibres, yarns, raw materials and textile products against production order
- checking fibres, yarn, raw materials and product weight, colour and order details against relevant documentation
- rectifying or reporting non-compliance, as required.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- operation of weighing and measuring machines and equipment
- requirements for recording and documenting equipment readings
- care and maintenance of equipment
- technical specifications manuals
- quality standards and practices

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- stores and procurement procedures
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in weighing and checking textile materials and products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX2003 Repair textile product

Modification History

Release 1. Supersedes and is equivalent to LMTTX2011B Repair textile product

Application

The unit of competency covers the skills and knowledge required repair final products, or products produced at different stages of production, to meet quality standards.

It involves the use of discretion, initiative and judgement on the job in own work.

The complexity and degree of responsibility is dependent on the size of the workplace, internal work organisation, materials being used, intricacy of design and means of construction.

The unit of competency may include machine and tool maintenance applicable to the repair task.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS) requirements at all times
		1.3 Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4 Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to repair textile product**	2.1 Identify textile product fault and requirements for repair
		2.2 Document specifications for repair task
		2.3 Prepare textile product and required yarn, fabric or raw materials for repair
		2.4 Prepare machinery, tools and equipment and develop a repair plan
3	**Undertake textile product repair**	3.1 Undertake repair to restore textile product to the standard specified using a range of techniques and materials, as required
		3.2 Check textile product against specifications and appropriate quality standards, and make adjustments, as required
		3.3 Prepare textile product for storage or transfer to the appropriate work section
		3.4 Prepare required documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPS
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Textile products include one or more of the following:

- carpet
- fabric
- knitted products
- hosiery
- non-woven fabrics
- yarns

Textile product faults include one or more of the following:

- fault in yarn quality, ply and twist
- poor quality of fabric or product
- holes, cuts, breaks in yarn, fabric or product
- inconsistent colouring
- contaminants in the product
- lines or marks in the product
- incorrect yarn height

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Machinery, equipment and tools include one or more of the following:	• mending guns • hand pens • needles • sewing machines • gluing equipment • knives

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX2011B Repair textile product

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX2003 Repair textile product

Modification History

Release 1. Supersedes and is equivalent to LMTTX2011B Repair textile product

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- assessing textile product for repair, identifying faults and documenting repair requirements
- preparing tools and equipment
- repairing at least two (2) textile products to restore to the standard specified using a range of techniques and materials, as required
- checking textile product against specifications and appropriate quality standards, and make adjustments, as required
- preparing textile product for storage or transfer to the appropriate work section
- preparing required documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- construction of product being repaired
- characteristics of materials used in product construction
- repair equipment and techniques and their application
- quality standards and practices
- workplace procedures
- recording and reporting practices

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in repairing textile products, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX2004 Conduct packaging or folding for textile production

Modification History

Release 1. Supersedes and is equivalent to LMTTX2013B Conduct packaging or folding for textile production

Application

This unit of competency covers the skills and knowledge required to conduct packaging or folding for textile production.

The unit of competency applies to the use of machines and processes to prepare textile products for warehousing or distribution. Machines may perform operations such as folding, ticketing, labelling and packaging.

The application of this competency is likely to involve repetitive work and requires a limited range of operations, such as loading and unloading machines, and placing tickets and labels on finished products.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for packaging or folding**	2.1	Check work against ticket information and workplace standards
		2.2	Lay out work pieces or materials in sequence
		2.3	Set up and prepare work area according to workplace procedures and set up machine or process
		2.4	Perform routine minor maintenance according to manufacturer specifications and report and record problems
		2.5	Report and record any problems
3	**Complete packaging or folding tasks**	3.1	Operate machine or conduct process to package or fold products
		3.2	Assess work to check it complies with quality standards and production specifications
		3.3	Identify, report and record any faults
		3.4	Despatch completed products
		3.5	Complete documentation, as required

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Machines include one or more of the following:	• labelling machine or printer • packaging machine • stud machine • folding machine
Routine minor maintenance includes one or more of the following:	• cleaning work area • minor adjustments to machine settings or components • oiling or lubricating

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX2013B Conduct packaging or folding for textile production

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX2004 Conduct packaging or folding for textile production

Modification History

Release 1. Supersedes and is equivalent to LMTTX2013B Conduct packaging or folding for textile production

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- checking work against ticket information and workplace standards
- preparing workstation and work before commencing operations
- carrying out minor machine maintenance according to workplace procedures
- operating machine or conducting process to package or fold products on at least two (2) occasions
- assessing work to check it complies with quality standards and production specifications
- identifying, reporting and recording any faults.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- packaging and folding processes
- operating procedures for machines
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in packaging or folding for textile production, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX2005 Access and use information resources for textile production operations

Modification History

Release 1. Supersedes and is equivalent to LMTTX2017B Access and use information resources for textile production operations

Application

This unit of competency covers the skills and knowledge required to access and use information resources for textile production operations.

The unit of competency applies to identifying and using relevant industry information to assist in carrying out textile production activities.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to use information resources**	2.1	Identify information needs and confirm with appropriate personnel
		2.2	Identify and locate workplace information resources to assist in textile production operations
		2.3	Seek advice from appropriate personnel, where required, to locate and obtain information
		2.4	Check that information resources appropriate to work requirements and/or application are current and authentic
3	**Access textile production information**	3.1	Locate relevant information using simple search techniques
		3.2	Interpret symbols, codes, legends, abbreviations and textile production terminology correctly
		3.3	Access and interpret information and apply it appropriately
		3.4	Seek and obtain clarification or further explanation of information where required
		3.5	Note and summarise information, if necessary, for subsequent use
4	**Use and store information resources**	4.1	Use information resources to assist in textile production operations
		4.2	Where applicable, undertake work according to acquired information
		4.3	Store information resources appropriately to ensure

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security, prevention of damage, and retrieval

4.4 Maintain currency of documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Information resources include one or more of the following:

- SOPs
- safety procedures
- job lists
- manufacturer manuals
- specifications
- textile production patterns and machine settings

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	• international and Australian Standards • trade journals • quality system documentation customer requirements • workplace and site procedures and manuals • industry manuals • codes of practice • awards • legislation • plans and diagrams • log books • hard copy or electronic data • key personnel, supervisors, trainers and colleagues
Simple search techniques include one or more of the following:	• using index, table of contents, numbering and classification systems, computer database search or look-up, questioning and cross-referencing • basic techniques to identify relevant information, including skimming and scanning, and identifying key words and ideas

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX2017B Access and use information resources for textile production operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX2005 Access and use information resources for textile production operations

Modification History

Release 1. Supersedes and is equivalent to LMTTX2017B Access and use information resources for textile production operations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- locating relevant standards
- locating and accessing sources of information to extend own skills and knowledge of textile production operations on at least two (2) occasions
- using a range of at least five (5) information resources
- checking currency and authenticity of information resources
- applying basic scanning techniques to locate required information
- seeking advice from appropriate personnel, where required, to locate, obtain or clarify information
- interpreting textile production terminology, symbols, abbreviations, codes and information relevant to work requirements
- applying information to own work
- storing information resources appropriately for retrieval and to ensure security, and prevention of damage
- maintaining currency of documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- information resources available in the workplace
- range of formats in which information is presented
- organisation of information by classification and cataloguing systems
- own work role and activities
- operating procedures for production machines or processes
- expertise of key personnel
- location of information resources
- quality standards and practices

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- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in accessing and using information resources for textile production operations, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX2006 Undertake carding operations

Modification History

Release 1. Supersedes and is equivalent to LMTTX2019B Undertake carding operations

Application

This unit of competency covers the skills and knowledge required to undertake carding operations to process fibres for spinning operations or non-woven web forming operations.

The unit of competency applies to the preparation, operation, monitoring and adjusting of carding machines and equipment used to process fibres. Fibres may be natural or synthetic to be used in woven, knitted, tufted and non-woven products.

Work is conducted according to defined procedures. Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job requirements**	1.1 Follow standard operating procedures (SOPs)
		1.2 Comply with work health and safety (WHS)

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			requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for carding**	2.1	Check production specifications to identify requirements for carding
		2.2	Receive fibres and set up for loading into feed sheet
		2.3	Set carding machine for operation and clean area around machine during and on completion of setting and loading
		2.4	Report non-conforming materials
3	**Operate and monitor carding machine**	3.1	Start and stop carding machine according to manufacturer requirements and monitor to ensure correct operation and workplace procedures
		3.2	Monitor blending to ensure blending consistency and feed uniformity
		3.3	Monitor carding operation to ensure correct feed rate and quality of web offtake
		3.4	Sort waste and apply environmental requirements
		3.5	Identify and correct minor faults, where necessary, to meet specified requirements, and report major machine faults
4	**Complete carding operations**	4.1	Check carded fibres against quality standards
		4.2	Unload or remove carded fibres according to manufacturer specifications and workplace procedures
		4.3	Send carded fibres for despatch or further processing.
		4.4	Clean and maintain work environment according to workplace procedures

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4.5 Complete production records and other documentation, as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Machines and equipment for carding include one or more of the following:

- burr handling systems
- air filtration equipment
- carding machine
- doffer waste system
- blending systems
- compressed air

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Waste includes one or more of the following:	• processed burr • contaminants • processed sweepings • machine waste

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX2019B Undertake carding operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX2006 Undertake carding operations

Modification History

Release 1. Supersedes and is equivalent to LMTTX2019B Undertake carding operations

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- checking machine settings to meet production requirements
- operating and monitoring carding machine involving defined procedures and methods on at least two (2) occasions
- making minor adjustments
- recognising, rectifying and reporting machine or product faults or problems as required
- monitoring blending to ensure blending consistency and feed uniformity
- monitoring carding operation to ensure correct feed rate and quality of web off-take
- sorting waste and observing environmental requirements
- checking product samples against standards
- loading and unloading products according to workplace practices and production requirements
- checking carded fibres against quality standards
- unloading or removing carded fibres according to manufacturer specifications and workplace procedures
- sending carded fibres for despatch or further processing
- cleaning and maintaining work environment according to workplace procedures
- completing production records and other documentation, as required.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- procedures and guidelines for safe operation of carding machine
- typical fault conditions and related fault finding procedures
- blending and carding processes
- air filtration and waste management systems
- machine maintenance and repair techniques

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- technical specifications manuals
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in carding operations, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX2007 Operate a machine for intermediate production support

Modification History

Release 1. New unit

Application

This unit of competency covers the skills and knowledge required to set up, operate and monitor one type of machine used in a range of textile production operations.

The unit of competency applies to a limited range of machine skills on one machine or machine type and to undertaking operational support tasks directly related to the manufacture of textiles. It provides the skills and knowledge required to work under supervision within a production environment. The unit applies to breadth and depth of knowledge of machine production in a defined range of situations in a support role. It includes skills to solve a defined range of problems by applying known solutions.

The application of the unit of competency and the evidence requirements may focus on one or more industry sectors, workplace contexts and machine types and will be determined by operational conditions and production requirements.

Work is conducted according to defined procedures. Work may be conducted in small to large scale enterprises and may involve individual and team related activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to operate one type of TCF machine**	2.1	Check specifications to identify materials and process required
		2.2	Identify machine processes and operational stages
		2.3	Calculate and adjust machine settings to meet requirements for production
		2.4	Identify and undertake preliminary operations, as required, and follow required procedures to prepare materials and equipment
		2.5	Load materials for processing according to machine requirements and manufacturer specifications
		2.6	Keep machine and components, and area around machine clean during preparation and loading and apply relevant WHS practices
		2.7	Check machine safety equipment, and identify and recognise risks and potential hazards
3	**Operate and monitor one type of machine**	3.1	Start, operate, stop, re-start and monitor machine operations in accordance with manufacturer requirements to produce textile material or product
		3.2	Monitor and coordinate materials according to enterprise procedures
		3.3	Sort waste and clean machine according to enterprise

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			procedures
		3.4	Identify and report minor faults in materials, process and machine, where necessary, to maintain quality standards
		3.5	Check machine in the event of stoppage and follow procedures for re-starting machine
		3.6	Report major machine or product faults
4	**Complete and finalise operations**	4.1	Unload or remove textile material or product according to manufacturer specifications and workplace procedures
		4.2	Check output of machine or product against quality specifications, identify and rectify routine faults or non-conformance and report according to workplace procedures
		4.3	Despatch product to next process according to production sequence
		4.4	Complete production records and other documentation, according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE

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- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Monitor and coordinate materials according to enterprise procedures may include but is not limited to:

- sorting waste and cleaning area to ensure work environment is maintained in a safe productive manner

WHS practices

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- hazard identification
- induction training
- hazard control
- risk assessment
- implementing risk reduction measures specific to the tasks
- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic conditions of workplace
- following marked walkways
- safe storage of equipment
- housekeeping to keep work area safe
- reporting accidents and incidents
- environmental practices
- safe disposal of chemical and hazardous substances

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Unit Mapping Information

Release 1. New unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX2007 Operate a machine for intermediate production support

Modification History

Release 1. New unit

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- checking specifications for production and following workplace procedures
- identifying and undertaking preliminary operations according to enterprise requirements, and following required procedures to prepare materials and equipment for operations
- checking machine safety equipment, recognising risks and potential hazards, and reporting any faults
- loading and unloading materials according to machine and workplace procedures
- starting, operating, stopping, re-starting and monitoring machine operations in accordance with manufacturer requirements
- monitoring machine operations, coordinating materials, sorting waste and cleaning machine according to enterprise procedures
- identifying and reporting minor faults in materials, process and machine that may impact on machine operation or product quality
- reporting major machine or product faults
- operating at least one (1) machine or machine type to provide intermediate production support in accordance with manufacturer requirements, to produce textile material or product, on at least two (2) occasions
- checking output and identifying and reporting routine machine or product faults or problems, to meet quality standards
- despatching product to next process according to production sequence and following operations
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards

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- at least one machine or machine type associated with textile production in an identified context, and the type of product they produce. Machine type may be selected from those listed in the following groups:
  - machines for knitting:
    - circular knitting machines
    - electronic and automatic flat knitting machines
  - machines for spinning:
    - spinning machines
    - drawing machines
    - roving machines
    - twisting machines
    - winding machines
  - carding machines:
    - burr handling systems
    - air filtration equipment
    - combs
    - doffer waste system
    - blending systems
    - compressed air and hydraulic systems
  - tufting looms:
    - winding machines
    - finishing equipment
    - other ancillary equipment
  - weaving machines:
    - weaving looms
    - broadloom
    - narrowloom
    - all shuttle types
    - Jacquard looms
    - microprocessor or computer controlled looms
  - dyeing machines
  - finishing machines
- procedures and guidelines for safe operation of machine
- material or product requirements for the machine operation
- operational sequence of machine and stages of operation
- textiles and products produced by textile production machines:
  - fibres, including polyester, cotton, wool, viscose and rayon
  - yarns, including ring spun, open-ended spun, air jet spun and friction spun
  - fabrics

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    - finished products of the identified machine type, for example socks, sweaters, towels, sheets, blankets, carpets, rope and twine, mops and industrial textiles
- typical fault conditions and related fault-finding procedures
- details of materials and processes associated with preparing the machine type for production
- types and characteristics of fibres, threads, yarns and other materials required for textile operations
- characteristics of quality and substandard products
- machine maintenance and repair techniques
- procedures for checking, reporting and re-starting after stoppage
- finishing processes
- technical specifications manuals
- quality standards and practices
- standards for clean and tidy working environment
- work health and safety (WHS) hazards and risks
- appropriate handling of waste
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in operating a machine for intermediate production support, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Assessment may relate to an identified sector, enterprise, process or machine type and function, according to job role.

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Links

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MSTTX2008 Operate a machine for complex production operations

Modification History

Release 1. Supersedes:

- LMTTX2002B Prepare yarn for textile manufacturing
- LMTTX2003B Perform spinning operations
- LMTTX2004B Perform tufting operations
- LMTTX2005B Perform creeling operations
- LMTTX2006B Operate a weaving loom
- LMTTX2008B Apply finishing processes to textile production
- LMTTX2010B Load and operate dyeing equipment
- LMTTX2016B Perform knotting for weaving operations
- LMTTX2018B Re-start machine after stoppage

Not equivalent

Application

This unit of competency covers the skills and knowledge required to knowledge to set up, operate and monitor one or more machine used in a range of textile production operations.

The unit applies to the exercise of initiative, judgement and discretion in own work, for the operation of a complex machine or process, the operation of one or more than one type of machine, or the performance of a complex task or tasks on a machine.

The unit of competency applies to a range of complex operational tasks directly related to the manufacture of textiles or textile products. It provides the skills and knowledge required to operate one or more machines or machine types and undertake some complex tasks under supervision within a production environment. The unit applies to breadth and depth of knowledge of machine production in a range of situations. It includes skills to solve a defined range of non-routine problems by applying known solutions.

The application of the unit of competency and the evidence requirements may focus on one or more industry sectors, workplace contexts and machine types and will be determined by operational conditions and production requirements.

Work is conducted according to defined procedures. Work may be conducted in small to large scale enterprises and may involve individual and team related activities.

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No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to operate one or more TCF machines or machine types**	2.1	Coordinate preparations by confirming specifications, materials and machine type required for production
		2.2	Identify and undertake preliminary operations, and follow required procedures to prepare materials and equipment
		2.3	Load materials for processing according to machine requirements and manufacturer specifications
		2.4	Keep machine and components, and area around machine clean during preparation and loading and apply relevant WHS practices

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		2.5	Identify, recognise and raise awareness of risks and potential hazards
3	**Operate and monitor machine**	3.1	Start, operate, stop, re-start and monitor machine operations in accordance with manufacturer requirements to produce textile material or product
		3.2	Check machine in the event of stoppage and follow procedures for re-starting machine
		3.3	Use initiative, judgement and discretion to monitor process and make adjustments in response to non-major and non-routine problems to maintain quality output
		3.4	Perform maintenance according to workplace procedures
		3.5	Report major machine or product faults and clean machine according to workplace procedures
		3.6	Maintain work environment in a safe productive manner
4	**Coordinate and monitor materials**	4.1	Use initiative, judgement and discretion to identify non-conforming raw materials/yarns/fabrics and maintain material quality
		4.2	Use initiative, judgement and discretion to monitor output and respond to non-routine problems
		4.3	Perform operations related to materials as determined by enterprise requirements
5	**Complete and finalise operations**	5.1	Unload or remove textile material or product according to manufacturer specifications and workplace procedures
		5.2	Check output of machine or product against quality specifications, identify and rectify faults or non-conformance and report according to workplace procedures
		5.3	Despatch product to next process according to production sequence
		5.4	Complete production records and other documentation, according to workplace procedures

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards includes:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Coordinate preparations includes but is not limited to one or more of the following:	• checking specifications to identify materials and process required • identifying machine processes and operational stages • coordinating a bank of machines according to operational requirements and workplace procedures
Operations related to materials may include but	• sorting, re-using and /or disposing of waste

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is not limited to:

WHS practices: WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- hazard identification
- induction training
- hazard control
- risk assessment
- implementing risk reduction measures specific to the tasks
- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic conditions of workplace
- following marked walkways
- safe storage of equipment
- housekeeping to keep work area safe
- reporting accidents and incidents
- environmental practices
- safe disposal of chemical and hazardous substances

Unit Mapping Information

Release 1. Supersedes:

- LMTTX2002B Prepare yarn for textile manufacturing
- LMTTX2003B Perform spinning operations
- LMTTX2004B Perform tufting operations
- LMTTX2005B Perform creeling operations
- LMTTX2006B Operate a weaving loom
- LMTTX2008B Apply finishing processes to textile production
- LMTTX2010B Load and operate dyeing equipment
- LMTTX2016B Perform knotting for weaving operations
- LMTTX2018B Re-start machine after stoppage

Not equivalent

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX2008 Operate a machine for complex production operations

Modification History

Release 1. Supersedes:

- LMTTX2002B Prepare yarn for textile manufacturing
- LMTTX2003B Perform spinning operations
- LMTTX2004B Perform tufting operations
- LMTTX2005B Perform creeling operations
- LMTTX2006B Operate a weaving loom
- LMTTX2008B Apply finishing processes to textile production
- LMTTX2010B Load and operate dyeing equipment
- LMTTX2016B Perform knotting for weaving operations
- LMTTX2018B Re-start machine after stoppage

Not equivalent

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- coordinating preparations to confirm specifications, and prepare materials and equipment to meet requirements for production and follow workplace procedures
- checking specifications and machine safety equipment and reporting any faults
- loading and unloading materials according to machine and workplace procedures
- starting, operating, stopping, and monitoring complex production operations on one or more machines or machine types on at least three (3) occasions, in accordance with manufacturer requirements, to produce textile material or product
- using initiative, judgement and discretion to monitor process and make machine adjustments in response to non-major and non-routine problems to maintain quality output
- reporting major machine or product faults
- using initiative, judgement and discretion to identify non-conforming raw materials/yarns/fabrics and maintain material quality
- using initiative, judgement and discretion to monitor output and respond to non-routine problems
- despatching product to next process according to production sequence and following operations
- recognising and raising awareness of risks and potential hazards

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- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- one or more machines or machine types associated with textile production in an identified context, and the type of product they produce. Machine type may be selected from those listed in the following groups:
  - machines for knitting:
    - circular knitting machines
    - electronic and automatic flat knitting machines
  - machines for spinning:
    - spinning machines
    - drawing machines
    - roving machines
    - twisting machines
    - winding machines
  - carding machines:
    - burr handling systems
    - air filtration equipment
    - combs
    - doffer waste system
    - blending systems
    - compressed air and hydraulic systems
  - tufting looms:
    - winding machines
    - finishing equipment
    - other ancillary equipment
  - weaving machines:
    - weaving looms
    - broadloom
    - narrowloom
    - all shuttle types
    - Jacquard looms
    - microprocessor or computer controlled looms
  - dyeing machines
  - finishing machines

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- procedures and guidelines for safe operation of machinery
- material or product requirements for multiple machinery operation
- operational sequence of machinery and stages of operation
- textiles and products produced by textile production machines
  - fibres, including polyester, cotton, wool, viscose and rayon
  - yarns, including ring spun, open-ended spun, air jet spun and friction spun
  - fabrics
  - finished products, including socks, sweaters, towels, sheets, blankets, carpets, rope and twine, mops and industrial textiles
- typical fault conditions and related fault-finding procedures
- details of materials and processes associated with preparing the machine for production
- types and characteristics of fibres, threads, yarns and other materials required for textile operations
- characteristics of quality and substandard products
- machinery maintenance and repair techniques
- procedures for checking, reporting and re-starting after stoppage
- finishing processes
- technical specifications manuals
- quality standards and practices
- standards for clean and tidy working environment
- work health and safety (WHS) hazards and risks
- appropriate handling of waste
- workplace procedures
- recording and reporting practices

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in operating a machine for complex production operations, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

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Links

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MSTTX2009 Perform industrial sewing on textile products

Modification History

Release 1. Supersedes and is equivalent to LMTTX2012B Perform industrial sewing on textile products

Application

This unit of competency covers the skills and knowledge required to perform industrial sewing on textile products.

The unit of competency applies to sewing operations to repair or finish textile products using a single machine or machines on a limited range of fabrics and textile products.

Work is conducted according to defined procedures. Tasks are preset and the operator must be able to work quickly and accurately to achieve required specifications.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to perform industrial sewing**	2.1	Receive and check work and determine any follow-up action
		2.2	Lay out work in sequence
		2.3	Prepare workstation according to workplace procedures, clean and check machine
		2.4	Set up and adjust machine, needles, attachments and/or parts, and identify and report or replace worn or faulty items
		2.5	Keep a record of operations
3	**Sew textile product**	3.1	Conduct sewing operations according to requirements to meet quality standards, speed of operations and workplace procedures
		3.2	Control machine speed and work handling according to the type of operations, fabrics and product type
		3.3	Check machine performance regularly and inspect finished work for signs of faulty operation
		3.4	Take required action to rectify faults according to workplace procedures
4	**Complete work**	4.1	Inspect sewn components or textile products, check finished pieces against quality standards, identify any faults and take appropriate action
		4.2	Record results of inspection and any action to correct or reject faulty work

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4.3	Take and keep a record of preventative action to avoid any recurrence of defective work
4.4	Complete production records and packing slips
4.5	Direct completed work to the next operation or packing section

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Work for industrial sewing includes one or	• pieces of material or fabric components • yarns and threads

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more of the following:	• finished textile products • components of textile products • faulty textile products • labels and tickets • finishing components and accessories
Check machine performance includes the following:	• checking that the work matches job specifications • checking that previous operations have been successfully completed
Industrial machines include one or more of the following:	• plain lockstitch sewing machine • three, four or five thread overlocker • zigzag sewing machine • blind hemming machines
Set-up includes the following:	• correct thread, needle size and type, needle guard, tension setting and attachments
Needles include the following:	• a variety of size and types, such as standard and ball point
Operations include one or more of the following:	• sewing techniques where the positioning, feeding and handling of work pieces involves some discretionary changes, contouring or critical stopping points or special handling skills to accommodate fabric variations • gathering, easing, tucking and stitching curves

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX2012B Perform industrial sewing on textile products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX2009 Perform industrial sewing on textile products

Modification History

Release 1. Supersedes and is equivalent to LMTTX2012B Perform industrial sewing on textile products

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- checking work against job specifications and workplace practices
- preparing workstation and work before commencing sewing operations
- performing sewing operations on at least one (1) machine on at least five (5) textile samples or products
- performing sewing to meet requirements, quality standards, speed of operations and workplace procedures
- controlling machine speed and work handling according to the type of operations, fabrics and product type
- checking machine performance regularly and inspecting finished work for signs of faulty operation, and taking required action
- recognising, rectifying and reporting machine or product faults or problems, and any action to correct or reject faulty work
- keeping a record of preventative action to avoid any recurrence of defective work
- completing production records and packing slips
- directing completed work to the next operation or packing section.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- techniques in using and maintaining identified industrial sewing machine
- characteristics of fabrics and threads used in textile product
- quality standards and practices
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
- satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
- have vocational competency in performing industrial sewing on textile products, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX3001 Identify quality and types of textile fibres, yarns and fabrics

Modification History

Release 1. Supersedes and is equivalent to LMTTX3001B Identify quality and types of textile fibres, yarns and fabrics

Application

This unit of competency covers the skills and knowledge required to identify the quality and types of fibres, yarns and fabrics used and produced in textile production.

The unit of competency applies to a range of natural and synthetic materials which may be used for knitted, tufted, woven or non-woven products. It includes conducting simple tests to identify yarn and fabric types and properties. Testing under this unit is for production purposes only and does not cover skills required for specialised testing.

Work may be conducted in small to large scale enterprises and may involve individual and team related activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to determine fibre, yarn and fabric performance**	2.1	Use identification methods to identify fibres, yarns and fabrics, and identify their physical and chemical properties
		2.2	Identify performance characteristics of various fibres, yarns and fabrics
		2.3	Identify common fibre and yarn faults and the problems they cause in fabric production or the finished product
		2.4	Use quality indicators to determine fibre, yarn and fabric quality, identify quality faults and take appropriate action
		2.5	Conduct performance testing of fibre, yarn and fabric in accordance with workplace procedures
3	**Determine uses, care and labelling requirements**	3.1	Distinguish performance characteristics and appropriate uses of fabrics
		3.2	Identify applicable fabric finishes and implications for care, handling and use
		3.3	Identify cleaning requirements
		3.4	Identify labelling requirements according to workplace procedures and Australian Standards

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • personal protective equipment (PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Identification methods include one or more of the following:	• visual inspection • tactile analysis • acetone • burn test • microscopy
Fabrics include one or more of the following:	• component fabrics used in making final textile products, for example, backing materials and linings or a final textile product • knitted fabrics, including weft knits and warp knits • woven fabrics, including plain, twill, satin, dobby and

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	jacquard • non-woven fabrics, including felts, nets, braids and bonded
Quality indicators include three or more of the following:	• straightness of grain • even/uneven yarn • slippage • length of fibres • pilling • fabric resilience • workability • wash testing • shade • tensile properties • handling
Faults include one or more of the following:	• ends out • weft faults • tucking • unlevel • bad edges • thick and thin yarn • colour or design faults
Performance testing includes two or more of the following:	• light • heat • chemical reaction • absorbency
Finishes include one or more of the following:	• crease resistance • fire retardency • water proofing/resistance • printing • dyeing • surface finishes • lubricating • waxing • anti-static • anti-pilling • spot and stain resistant

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- anti-slip
- mildew and rot proof finish
- permanent creasing or press
- shrink resistance
- mercerising
- moireing

Handling fabrics includes one or more of the following:

- cutting
- dyeing
- printing
- pressing
- lining
- assembling
- sewing
- packaging and storage

Production requirements include one or more of the following:

- sewing requirements, such as needle size and type, machine type and thread type
- binding, joining and fusing requirements
- lining and reinforcement
- seam types
- material form, such as yarn, top, piece and loose stock

Care and cleaning includes one or more of the following:

- dry cleaning
- washing
- drying
- ironing
- steam cleaning
- use of stain removers
- special requirements

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX3001B Identify quality and types of textile fibres, yarns and fabrics

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX3001 Identify quality and types of textile fibres, yarns and fabrics

Modification History

Release 1. Supersedes and is equivalent to LMTTX3001B Identify quality and types of textile fibres, yarns and fabrics

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- identifying performance characteristics of a sample of at least twelve (12) varied fibres, yarns and fabrics
- identifying common fibre and yarn faults and the problems they cause in fabric production or the finished product
- using quality indicators to determine fibre, yarn and fabric quality, identify quality faults and appropriate action to deal with faults, of an at least twelve (12) examples
- conducting performance testing of at least six (6) examples of fibre, yarn and fabric in accordance with workplace procedures
- checking fibres yarns and fabrics against quality standards
- distinguishing performance characteristics and appropriate uses of at least six (6) fabrics
- identifying at least four (4) fabric finishes relevant to an identified context and implications for care, handling and use
- determining the cleaning and labelling requirements of at least six (6) fabrics, according to workplace procedures and Australian Standards.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- types of fibre, yarn and fabric and their care requirements
- performance, uses and characteristics of fibres, yarns and fabrics:
  - stretch
  - abrasion resistance
  - wearability
  - absorbency
  - durability

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  - elasticity
  - fineness
  - heat sensitivity
  - shrink resistance
  - wrinkle recovery
  - thermal properties (conductivity, ironing temperature and flammability)
  - ease of care
  - drape quality
  - colour fastness
  - strength
- information resources on fibres, yarn and fabrics
- quality indicators:
  - straightness of grain
  - even/uneven yarn
  - slippage
  - length of fibres
  - pilling
  - fabric resilience
  - workability
  - wash testing
  - shade
  - tensile properties
  - handling
- types of performance testing
- types of fabric finishes
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in identifying quality and type of fibres, yarns and fabrics, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX3002 Contribute to textile production process improvements

Modification History

Release 1. Supersedes and is equivalent to LMTTX3002B Contribute to textile production process improvements

Application

This unit of competency covers the skills and knowledge required to review production processes used in textile manufacture, and to contribute to identifying and implementing improvements.

The unit of competency applies to a range of textile production environments, including volume and custom production. Work is performed in a supervisory capacity and applies across the range of textile production processes. Skills and knowledge in textile production processes, tools, materials and equipment is essential.

Work may be self-directed and unsupervised.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to identify process improvements**	2.1	Identify key external and internal customers and their needs and expectations
		2.2	Distinguish the contribution of textile production processes to the value chain
		2.3	Identify key suppliers and their role in the value chain
		2.4	Identify quality standards for critical points of the production process and production requirements
		2.5	Review production operations
3	**Assess improvement opportunities**	3.1	Identify opportunities for improvement and make suggestions to improve operations
		3.2	Test improvement in consultation with appropriate personnel and identify implications of improvement
		3.3	Provide reports, records and recommendations for improvement
		3.4	Determine a timeframe for implementing improvement
4	**Implement improvement**	4.1	Identify desired result of improvement and establish method of measuring outcome
		4.2	Identify and implement methods of addressing any

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possible negative implications

4.3 Consult and work with appropriate personnel to communicate and implement improvement

4.4 Monitor improvement and review outcomes with other team members to ensure improvement is implemented effectively and produces the desired outcomes

4.5 Make adjustments to improvement, as required, and document improvement processes

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Textile production processes include one or more of the following:	• receiving and processing of fibres and yarns • identification of yarn and fibre quality • specialist machine use, such as tufting, spinning and weaving • repairs and alterations • testing and inspecting • despatch, storage and packing • finishing processes
Reviewing production operations includes one or more of the following:	• identifying and reviewing housekeeping practices against workplace standards to assess conformity • identifying and reviewing safety practices • identifying production waste • identifying methods of monitoring production outcomes • assessing textile production outcomes against production goals, as required
Improvements include one or more of the following:	• production practices • documentation • supply • despatch • operator practices • safety • quality • housekeeping
Tests include one or more of the following:	• trial • verify • pilot • measure against research
Appropriate personnel include one or more of the following:	• managers • supervisors • colleagues • specialist staff

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX3002B Contribute to textile production process improvements

Links

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Assessment Requirements for MSTTX3002 Contribute to textile production process improvements

Modification History

Release 1. Supersedes and is equivalent to LMTTX3002B Contribute to textile production process improvements

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- identifying key suppliers and quality standards for critical points of the production process and production requirements in an identified context
- reviewing textile production operations and identifying at least two (2) operations that have opportunity for improvement
- identifying and assessing at least two (2) improvement opportunities for one (1) or more of the production operations
- identifying desired result of improvements and establishing method of measuring outcome
- documenting and reporting recommendations for process improvement for an identified timeframe
- identifying and implementing methods of addressing any possible negative implications
- consulting and working with appropriate personnel to communicate and implement improvement
- monitoring improvement and reviewing outcomes with other team members to ensure improvement is implemented effectively and produces the desired outcomes
- making adjustments to improvement, as required, and documenting improvement processes.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- quality standards applying to textile handling procedures, construction processes and finished product
- production requirements:
  - timing requirements
  - quantity

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  - quality
  - specific order requirements
  - procedural requirements
  - safety
  - personnel
  - resource use
- impact of incorrect production techniques
- sequence of operations in the production process
- production suppliers and value chain concepts:
  - suppliers of materials, yarns, fibres and fabrics
  - personnel, specialist support and contractors
  - despatch, warehousing and transport operators
  - publicity and promotional suppliers
  - machinery and equipment suppliers and repair contractors
- production waste:
  - unusable materials and off-cuts
  - delays
  - poor process design
  - inventory
  - inefficient performance of a process
  - making defective items
- quality tools and benchmarking procedures
- plan, do, check, act (PDCA) cycle
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in textile production process improvements, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX3003 Set up, adjust and maintain industrial sewing machines

Modification History

Release 1. Supersedes and is equivalent to LMTTX3017A Set up, adjust and maintain industrial sewing machines

Application

This unit of competency covers the skills and knowledge required to set up, adjust and maintain industrial sewing machines used in a textile enterprise.

The unit of competency applies to setting up industrial sewing machines for production, conducting sample runs, problem solving, repair, adjustment, preventative maintenance and testing of machines to ensure efficient working order. The unit covers operator controlled single station industrial sewing machines and high volume automatic and manually operated hem, selvedge and embroidery sewing machines.

Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes.

This unit does not cover all maintenance, repair and adjustment functions associated with industrial sewing machines. In particular, skills associated with general engineering (fitting), electrical and electronic systems, and fluid power systems, may be required according to the nature of the set-up, repair or adjustment, and the workplace practices of a particular enterprise.

Work may be conducted in a variety of environments, such as operational workplace activities, restricted space, hazardous, controlled or exposed conditions.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

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Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to set up, adjust and maintain industrial sewing machines**	2.1	Interpret machine manufacturer specifications and work description from operator to determine optimum sewing machine settings for product and operator
		2.2	Select, prepare and use tools appropriate for the machine and task to set up machine for operation
		2.3	Set up machine according to required specifications, including fixing of required attachments and operating run at optimum quality and efficiency levels
		2.4	Thread and check needles and set tension for planned sewing operations
		2.5	Check lubrication prior to operation and instruct sewing machine operators of any special operating requirements
3	**Test industrial sewing machine settings**	3.1	Operate sewing machine in accordance with manufacturer and workplace instructions to test settings against specifications and operational standards

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		3.2	Examine sewn product or sample to confirm desired sewing motion and stitch is achieved, and identify any adjustments needed to machine settings
		3.3	Identify and document adjustments and adjust machine settings accordingly
4	**Diagnose industrial sewing problems**	4.1	Monitor industrial sewing machine operation to ensure it is efficient, safe and complies with workplace procedures
		4.2	Communicate with operator and assess sewn product to identify the nature and extent of sewing faults
		4.3	Analyse problems and faults to determine root cause and determine strategy for repair
5	**Fix machine and communicate outcomes**	5.1	Readjust settings, repair or replace faulty machine parts and return sewing machine to optimal performance
		5.2	Test sewing machine and produce sample to ensure problems have been fixed
		5.3	Maintain records and prepare reports, where necessary
		5.4	Document adjustments to machines and patterns and communicate to appropriate personnel
		5.5	Document operational instructions

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance.

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Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Industrial sewing machines include one or more of the following:	• lockstitch and chain stitch table mounted machines with power being from a motor mounted under the table and connected to the sewing machine by a pulley • overlock table mounted sewing machines and sergers with power being from a motor mounted under the table and connected to the sewing machine by a pulley • high volume automatic and manually operated hem, selvedge and embroidery sewing machines
Machine settings for sewing machine include one or more of the following:	• gaps • tolerances • clearances • tension • needle speed and timing • direction • other settings depending on the industrial sewing machine settings depending on the machine model and function and production requirements
Faults in sewing include one or more of the following:	• contamination • incorrect thread tension • mechanical breakdown

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- electrical or electronic fault
- poor feeding and threading of needles
- dirty or oily marks on thread or fabric
- incorrect stitch
- thread, lint or debris in rotary hook, bobbin case, needleplate and feed dog, motor and oil reservoir
- puckering
- thread breakages
- uneven thread delivery including loop stitches and slip stitches
- poor lubrication and cooling resulting in needle overheating and fabric burn

Repairs in sewing include one or more of the following:

- correcting threading faults
- tensioning
- removal and replacement of faulty or worn parts
- setting of clearances, limits and fits
- re-setting or re-programming of controls and sensors
- repair or replacement of pneumatic or hydraulic components

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX3017A Set up, adjust and maintain industrial sewing machines

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX3003 Set up, adjust and maintain industrial sewing machines

Modification History

Release 1. Supersedes and is equivalent to LMTTX3017A Set up, adjust and maintain industrial sewing machines

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, machine manufacturer specifications
- applying relevant standards
- interpreting production specifications accurately
- setting up industrial sewing machine with required equipment and attachments, and operating safely and correctly according to specifications
- monitoring industrial sewing machine operation to ensure it is efficient, safe and complies with workplace procedures
- performing at least four (4) sample runs of all stitching operations required for an identified garment, range or product and analysing results
- determining root cause and determining strategy for repair of sewing faults
- identifying and making appropriate readjustments
- maintaining records and preparing reports, where necessary
- documenting adjustments to machines and patterns and communicating to appropriate personnel
- documenting operational instructions.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- sewing methods and the various types of sewing operations, stitches, fabrics and knit effects
- threads
- pattern specifications
- factors affecting machine performance, including thread strength, dust and other contaminants, lubrication, needle condition, operator skill and ambient conditions
- industrial sewing machines:

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  - lockstitch and chain stitch table mounted machines with power being from a motor mounted under the table and connected to the sewing machine by a pulley
  - overlock table mounted sewing machines and sergers with power being from a motor mounted under the table and connected to the sewing machine by a pulley
  - high volume automatic and manually operated hem, selvedge and embroidery sewing machines
- machine manufacturer specifications and adjustment methods
- work health and safety (WHS) and environmental aspects of relevant enterprise activities
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in setting up, adjusting and maintaining industrial sewing machines, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX3004 Set up textile production machines for product change

Modification History

Release 1. Supersedes and is equivalent to LMTTX3004B Set up textile production machines for product change

Application

This unit of competency covers the skills and knowledge required to perform or coordinate the setting up of machines for production changes.

The unit of competency applies to the work involved with the setting of machines for product change, usually working independently and being accountable for own results, including carrying out assigned tasks, coordinating processes and setting and working to deadlines.

Work may be conducted in a variety of environments, such as operational workplace activities, restricted space, hazardous, controlled or exposed conditions.

Work may be self-directed and unsupervised. Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to set up or organise setting of machine**	2.1	Interpret product specifications for correct machine setting requirements and to suit work environment
		2.2	Convey specifications to appropriate personnel, where required
		2.3	Set machine according to product specifications and manufacturer instructions and use cleaning agents and lubricants
3	**Conduct sample or trial runs**	3.1	Obtain or arrange materials or products to be used for sampling or trialling
		3.2	Operate machine according to manufacturer requirements and workplace procedures
		3.3	Produce specified sample and check to ensure it meets quality standards
		3.4	Assess or organise quality testing, as required
4	**Re-adjust or confirm machine settings**	4.1	Interpret test results to determine adjustment requirements
		4.2	Complete adjustment changes according to product and machine specifications
		4.3	Document process and outcomes

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Machines include one or more of the following:

- knitting:
  - circular, straight bar and flat bed knitting machines
  - warp knitting and slitting machines
  - embroidering and multi-needle quilting machines
- dyeing and finishing:
  - batch preparation, dyeing and drying finishing
  - continuous preparation, dyeing and drying finishing
  - garment dyeing, drying and pressing

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- hosiery:
  - circular knitting and sewing machines
  - presses
  - packaging and slitting machines
- spinning:
  - cotton (cleaning, blending, carding, combing, drawing, roving, spinning, twisting and winding)
  - worsted (combing, gilling, drawing, roving, spinning, twisting and winding)
  - woollen (blending, carding, spinning, twisting and winding)
- textile printing and finishing:
  - colour mixing equipment
  - printing table machine
  - garment printing machines/equipment
  - automated flat screen, rotary screen and carpet printing machines
  - heat transfer printing equipment
  - screen preparation and manufacturing equipment
  - slitting machines
  - steaming and washing equipment
  - finishing equipment
- non-woven:
  - extruders
  - winders
  - carding, needling, bonding, lay-down, slitting and texturing and multi-needle quilting machines
- tufting:
  - tufting machines, including creels and mending frames, winding and beaming machines
- weaving:
  - weaving machines
  - looms
  - gaiting trucks and frames
  - accumulators tying-in, sizing, beaming, warping, slitting, drawing-in automatic and spool matching machines
- batching machines

Materials or products include one or more of the following:

- tufting: yarns for tufting
- spinning: spun cotton, worsted and woollen yarns
- knitting: finished knitted garments

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- hosiery: finished hosiery garments
- non-woven: non-woven fabrics
- textile printing and finishing: finished fabrics used in textile printing
- dyeing and finishing: fabrics used in weaving, dyeing and finishing

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX3004B Set up textile production machines for product change

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX3004 Set up textile production machines for product change

Modification History

Release 1. Supersedes and is equivalent to LMTTX3004B Set up textile production machines for product change

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting specifications for machine settings
- setting up machine according to specifications and using and disposing of a range of chemical cleaning agents, sealants and lubricants, on at least two (2) occasions
- arranging or conducting quality testing of samples
- operating and adjusting machines correctly on at least two (2) occasions
- producing specified sample and checking to ensure it meets quality standards
- analysing samples or test results
- interpreting test results to determine adjustment requirements
- completing adjustment changes according to product and machine specifications
- documenting process and outcomes.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- machine and equipment operation
- setting and adjustment requirements
- technical specifications manuals
- maintenance planning and workplace practices
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in setting up textile production machines, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX3005 Organise and interpret tests

Modification History

Release 1. Supersedes and is equivalent to LMTTX3005B Organise and interpret tests

Application

This unit of competency covers the skills and knowledge required to organise and interpret tests within the textile industry.

The unit of competency applies to organising a range of testing and sampling procedures and equipment, including evenness testing, moisture content, dry fastness, fibre construction, colour matching or other similar processes. Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to organise and interpret tests**	2.1	Confirm sample of material or product for testing
		2.2	Determine and confirm acceptance criteria for testing of sample
		2.3	Confirm test requirements and set up relevant test equipment
		2.4	Confirm calibration, as required, and organise tests to comply with requirements
3	**Perform tests**	3.1	Test material or product using selected test methods according to industry and workplace procedures
		3.2	Collate and analyse test results
		3.3	Interpret outcomes against process or product requirements
		3.4	Review acceptance criteria and take appropriate action in response to test results, as required
		3.10	
4	**Conclude tests**	4.1	Report outcomes and advise appropriate personnel
		4.2	Prepare and file reports and documentation

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Test equipment includes one or more of the following:	• general laboratory equipment, such as: • weighing scales • ruler templates • strength testers • conditioners and dryers • yarn testers • abrasion testers • pilling box • lighting equipment used for colour testing • other similar devises or equipment

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX3005B Organise and interpret tests

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Links

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Assessment Requirements for MSTTX3005 Organise and interpret tests

Modification History

Release 1. Supersedes and is equivalent to LMTTX3005B Organise and interpret tests

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, test methods
- applying relevant standards
- confirming sample of material or product for testing
- confirming test requirements and set up relevant test equipment
- testing material or product using selected test methods according to industry and workplace procedures on at least two (2) occasions
- collating and analysing test results
- ensuring tests are conducted against quality standards
- interpreting outcomes against requirements
- communicating effectively with design team and customers
- reporting outcomes and advising appropriate personnel
- preparing and filing reports and documentation.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- methods and principles of testing and how they are used to assist in assessing the quality of raw materials/products in the textile industry
- types of tests
- analysis techniques
- product and process specifications
- raw materials and their properties
- quality standards and practices
- workplace procedures
- recording and reporting practices.

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Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in organising and interpreting tests, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX3006 Ensure efficient operation of textile machines

Modification History

Release 1. Supersedes and is equivalent to LMTTX3006B Ensure efficient operation of textile machines

Application

This unit of competency covers the skills and knowledge required to ensure efficient operation of textile machines.

The unit of competency applies to the routine monitoring, problem solving and maintenance of machines and equipment used in the textile industry.

It involves working with discretion, judgement and initiative on the job in own work, and may include liaison with specialist technicians, including mechanics and technicians and production supervisors.

The application of machine fault diagnosis is within the competency and scope of the operator. The unit does not cover complex problems requiring a textile mechanic.

Work may be conducted in a variety of environments, such as operational workplace activities, restricted space, and hazardous, controlled or exposed conditions.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to ensure efficient machine operation**	2.1	Monitor and review machine performance and make necessary adjustments to ensure operations and product meet quality standards and workplace procedures
		2.2	Consult machine operator to assess machine operations and processes, and maintain records and documentation of machine performance
		2.3	Identify symptoms of machinery fault
		2.4	Visually inspect machine components and product to identify source of fault
		2.5	Refer to operating manuals or documentation, as required
3	**Determine problem cause and solution**	3.1	Determine possible causes of problem and gather further information to confirm or eliminate possible cause
		3.2	Consult appropriate personnel to confirm cause
		3.3	Determine immediate solution and trial or implement
		3.4	Determine permanent solution in consultation with appropriate personnel

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4	**Conduct routine checks of performance efficiency**	4.1	Use appropriate hand tools and hand-held power tools to implement routine checks of machine performance and preventative maintenance strategy, in accordance with manufacturer instructions
		4.2	Assess and perform periodic servicing, such as lubrication and greasing, in accordance with manufacturer instructions
		4.3	Clean machine in accordance with manufacturer cleaning instructions and work environment
5	**Perform preventative maintenance procedures**	5.1	Inspect parts according to operating procedures and manufacturer instructions
		5.2	Maintain service and production records to assist with life cycle monitoring of parts and machine, as required
		5.3	Identify faulty parts for repair, replacement or adjustment and take necessary action
		5.4	Inspect, check and monitor replacement parts and consumables to ensure they comply with operational specifications

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the	• requirements prescribed by legislation, awards, agreements and conditions of employment

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following:	• SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Identify problems includes one or more of the following:	• identifying symptoms of machinery fault • using visual inspection of machine and product to locate fault • locating fault within section or component of machine • referring to operating manuals or documentation for information, as required
Symptoms include one or more of the following:	• product does not meet specification • machine is not operating to specification • sounds not attributed to normal operation • recurrent faults, such as yarn breaking
Machines include one or more of the following:	• knitting machines • carding machines • spinning machines • weaving looms • dyeing equipment • tufting looms • finishing equipment • creeling and warping machines
Appropriate personnel include one or more of the following:	• textile mechanic • supervisor • senior operator

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Immediate solutions include one or more of the following:	• decommission machine • change settings • adjust operation • perform temporary fix • refer to textile mechanic
Parts and consumables include one or more of the following:	• belts • globes • combs • other items that require periodic replacement as a result of normal machine and production operations

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX3006B Ensure efficient operation of textile machines

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX3006 Ensure efficient operation of textile machines

Modification History

Release 1. Supersedes and is equivalent to LMTTX3006B Ensure efficient operation of textile machines

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, manufacturer instructions'
- applying relevant standards
- operating machines correctly
- monitoring machine performance against specifications, undertaking minor adjustments, and maintaining records and documentation of machine performance, on at least two (2) occasions
- recognising, rectifying and reporting machine or product faults or problems on at least two (2) occasions
- using hand tools and hand-held power tools
- identifying and replacing replaceable parts and consumables used in normal machine operations
- performing periodic servicing, such as lubrication and greasing, in accordance with manufacturer instructions
- cleaning machine in accordance with manufacturer cleaning instructions and work environment
- communicating and cooperating with mechanics/technicians and production personnel
- identifying faulty parts for repair, replacement or adjustment and taking necessary action
- inspecting, checking and monitoring replacement parts and consumables to ensure they comply with operational specifications.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- procedures and guidelines for safe operation of machines
- typical fault conditions and related fault-finding procedures
- routine maintenance processes and practices
- preventative maintenance concepts

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- root cause analysis concepts
- range and use of replacement parts and consumables
- operation of hand tools and hand-held power tools
- techniques to replace parts and consumables
- characteristics of materials and fibres
- technical specifications manuals
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in ensuring efficient operation of textile machines, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX3007 Prepare dyes for textile production

Modification History

Release 1. Supersedes and is equivalent to LMTTX3007B Prepare dyes for textile production

Application

This unit of competency covers the skills and knowledge required to prepare dyes for use in textile production.

The unit of competency applies to selecting and preparing dyes for dyeing textiles. Judgement may be required in planning and selecting appropriate processes or procedures for self and others.

Work may include liaison with specialist technicians from within the workplace and from external suppliers.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare for dye preparation**	2.1	Confirm specifications and/or sample of textile material or product with originator or client
		2.2	Clarify end use and performance standards expected of finished product with appropriate personnel
		2.3	Analyse sample to determine type and composition using appropriate techniques, as required
3	**Perform preliminary selection and evaluation of dyes**	3.1	Select potential dyes, chemicals and auxiliaries according to specifications and/or previous product dyeing references
		3.2	Identify expected textile production or reproduction processes based on preliminary dye selection, and advise appropriate personnel
		3.3	Determine preliminary dye selection for the sample of textile
		3.4	Trial dye selections and specification or recipe using laboratory-based production facilities, and evaluate results against requirements of originator or client
		3.5	Review dye selection or recipe for colour matching and re-test, as required
		3.6	Seek approval of preliminary dye specification by originator or client before implementing limited production run
4	**Test dyes and finalise**	4.1	Select appropriate sampling and testing techniques to evaluate product during limited production run

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specification or recipe	4.2	Implement tests according to quality standards and workplace procedures
	4.3	Analyse results and review and retest preliminary dye selection/recipe, as required, to ensure colour matching and specifications are achieved
	4.4	Check dye selection against original client specifications and requirements and workplace production requirements
	4.5	Seek approval of colour specification by originator or client before implementing bulk production run and record process
	4.6	Apply environmental requirements and procedures concerned with waste, pollution, storage and recycling of materials at all stages of the process

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal,

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	pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Textile materials or products include one or more of the following:	• fibres, including polyester, cotton, wool, viscose and rayon • yarns, including ring spun, open-ended spun, air jet spun and friction spun • fabrics • finished products, including socks, sweaters, towels, sheets, blankets, carpets, rope and twine, mops and industrial textiles
Tests include one or more of the following:	• those associated with product or process development • colour fastness • shrinkage

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX3007B Prepare dyes for textile production

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX3007 Prepare dyes for textile production

Modification History

Release 1. Supersedes and is equivalent to LMTTX3007B Prepare dyes for textile production

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- identifying textile characteristics
- establishing and confirming criteria for tests
- developing and planning tests and ensuring tests and sampling techniques are conducted against quality standards
- collating, analysing and interpreting tests to ensure colour matching and specifications are achieved
- applying dye formulas and specifications to ensure colour matching and specifications are achieved on at least two (2) occasions
- checking dye selection against original client specifications and requirements and workplace production requirements
- seeking approval of colour specification by originator or client before implementing bulk production run and recording process
- applying environmental requirements and procedures concerned with waste, pollution, storage and recycling of materials at all stages of the process.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- fibres, yarns and end products and their properties
- dyestuffs and classes
- chemistry of dyes and relationship with processing and fastness properties
- dye specification or recipe:
  - application properties
  - fastness properties
  - reproducibility
  - suitability for production

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    - application methods
    - environmental and safety factors
- dyeing processes and dyeing machinery
- relation between dyeing machinery and selection of dyestuffs/classes
- sampling and testing techniques:
    - use of laboratory equipment, pad mangles, rota dryers, mini-jets and pilot production plants
    - tests applicable to the dyeing of textiles
- relevant Australian and international testing Standards
- application of dyes in laboratory and production process
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in preparing dyes for textile production, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX3008 Select raw materials

Modification History

Release 1. Supersedes and is equivalent to LMTTX3008B Select raw materials

Application

This unit of competency covers the skills and knowledge required to select raw materials for use in textile production.

The unit of competency applies to development, production and quality assurance activities associated with the selection and checking of raw materials for textile production. The work can include liaison with specialist technicians. Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes.

Work may be conducted in small to large scale enterprises and may involve individual and team related activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to select raw materials**	2.1	Confirm requirements for the selection of raw materials and clarify, if necessary
		2.2	Select raw materials appropriate for the designated use
3	**Check raw materials**	3.1	Verify specification of raw materials
		3.2	Check selected raw materials are suitable and satisfy quality standards and workplace procedures
		3.3	Compare data with standards or other reference materials and record results
4	**Report on raw materials**	4.1	Document and record raw materials using appropriate worksheets and information systems
		4.2	Collate and analyse documentation against specifications
		4.3	Interpret documentation and report outcomes

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance.

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Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Raw materials include one or more of the following:	• wool (greasy, scoured and carbonised) and wool top • cotton • cotton yarn • synthetics, chemicals and dyes

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX3008B Select raw materials

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX3008 Select raw materials

Modification History

Release 1. Supersedes and is equivalent to LMTTX3008B Select raw materials

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- selecting at least two (2) appropriate raw materials for designated use/s
- checking selected raw materials are suitable for specified process and quality standards on at least two (2) occasions
- analysing data against specifications
- communicating effectively with design team, customers
- documenting and recording raw materials using appropriate worksheets and information systems
- collating and analysing documentation against specifications
- interpreting documentation and reporting outcomes.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- selection and checking requirements of raw materials
- product and process specifications
- raw materials and their properties
- quality standards and practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in selecting raw materials, at least to the level being assessed, with relevant industry knowledge and experience.

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- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX3009 Operate in a complex textile production environment

Modification History

Release 1. Supersedes and is equivalent to LMTTX3009B Operate in a complex textile production environment

Application

This unit of competency covers the skills and knowledge required to work in a textile production environment that requires the application of skills and knowledge across multiple production work areas.

The unit of competency applies to complex environments where the operator must demonstrate competence in the skill and knowledge of different production areas, consistent with the organisation's overall processes and quality systems.

The unit of competency builds upon technical skill and knowledge for operating machines or applying textile production processes, such as carding, spinning, knitting, tufting, weaving, finishing, dyeing and non-woven production processes, which are covered in other individual units.

Work may be conducted in small to large scale enterprises and may involve individual and team related activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with (SOPs)
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to operate in a complex textile production environment**	2.1	Identify organisational structure and purpose and role of self or own team in the organisational structure
		2.2	Identify main production processes and quality systems across and within departments
		2.3	Identify the production functions of own work area including internal and external suppliers, and internal and external customers
		2.4	Identify main types of raw materials received by the organisation for processing
		2.5	Identify production processing stages and departments responsible for work flow through the organisation
3	**Apply technical skills in own and additional departments**	3.1	Demonstrate knowledge of key tasks performed in own and other departments within the organisation
		3.2	Identify the production functions of additional work areas, including internal and external suppliers, and internal and external customers
		3.3	Apply technical skills according to requirements of the production systems of the organisation
		3.4	Maintain responsibility for quality of own work according to workplace procedures in own and additional departments

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3.5 Work in cooperation with team members from other departments

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Organisational structure includes the following:

- allocation of production functions to departments
- supervisory and management arrangements
- allocation of support functions, including maintenance, materials storage, administration, security, and laboratory services

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Production processes include one or more of the following:	• carding • spinning • sizing • winding • weaving • tufting • knitting • dyeing • finishing • non-woven textile production process • special production systems of manufacturing practice including: • just in time movement between departments and suppliers or customers • special housekeeping practices, for example 5S
Organisations include one or more of the following:	• an enterprise with a single site • a factory location of a multi-site enterprise
Systems used to guarantee quality include one or more of the following:	• communication systems used to convey quality standards for different jobs to production operators • technical resources and assistance available to production operators to help rectify problems • location and availability of experts, such as textile mechanics and technicians • sampling requirements for offline quality testing
Product flow includes the following:	• the receipt of source fibres, yarns or textile materials from suppliers • the subsequent movement of the raw materials to the production areas of the organisation for processing • automatic and manual handling systems • job and order control at a level appropriate to production operators at the enterprise

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX3009B Operate in a complex textile production environment

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX3009 Operate in a complex textile production environment

Modification History

Release 1. Supersedes and is equivalent to LMTTX3009B Operate in a complex textile production environment

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- identifying main production processes and quality systems across and within departments and own work area, including internal and external suppliers, and internal and external customers
- collecting samples and identifying all main types of raw materials received by the organisation for processing
- preparing a summary diagram or chart to identify production processing stages and departments responsible for work flow through the organisation
- listing key tasks performed in own and at least one (1) other department within the organisation
- detailing the production functions of at least one (1) additional work area, including internal and external suppliers, and internal and external customers
- maintaining responsibility for quality of own work according to workplace procedures in own and additional departments
- working in cooperation with team members from other departments.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- textile production processes used in the organisation
- technical processes and key tasks of two or more departments
- structure of organisation
- internal and external suppliers
- internal and external customers
- raw materials
- product flow

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- quality standards and practices
- workplace organisation and procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in operating in a complex textile production environment, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX3010 Monitor textile production processes

Modification History

Release 1. Supersedes and is equivalent to LMTTX3010B Monitor textile production processes

Application

This unit of competency covers the skills and knowledge required to monitor textile production processes.

The unit of competency applies to ensuring that textile production outcomes are consistent with job specifications, identifying performance parameters, solving problems and conducting checks of performance efficiency.

The unit of competency involves working with discretion, judgement, and initiative on the job either individually or in a team environment, and may include liaison with specialist technicians, including textile mechanics or technicians and production supervisors.

Enterprises covered by this unit will process natural or synthetic source fibres, yarns or textile materials. Production processes covered include, but are not limited to, carding, spinning, knitting, tufting, weaving, finishing, dyeing and non-woven production processes.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to monitor textile production procedures**	2.1	Check job specifications for requirements including quantity, quality, colour and pattern
		2.2	Identify performance parameters to the extent required to be able to report known or suspected problems
		2.3	Monitor production processes to ensure consistency with specified outcomes and comply with workplace procedures
		2.4	Maintain job records and other documentation
3	**Determine problem cause and solution**	3.1	Identify problems and categorise as either machine or process faults
		3.2	Refer to operating manuals and documentation and determine possible causes of the problems
		3.3	Gather further information to confirm and eliminate possible causes
		3.4	Consult appropriate personnel to confirm causes
		3.5	Determine and trial immediate or short-term solution and/or determine permanent solution to eliminate the cause of the problem in consultation with appropriate

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			personnel
4	**Conduct regular checks of performance**	4.1	Make regular checks of process operation and assess results against job specifications
		4.2	Record results of checks and identify opportunities for process improvements
		4.3	Communicate and document improvements

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Job specifications include one or more of the following:

- customer orders
- pattern diagrams
- colour charts
- simple formulae
- written and verbal instructions
- drawings

Performance parameters include the following:

- processing time
- acceptable error rate
- wastage
- noise
- vibration

Production processes include one or more of the following:

- carding
- spinning
- sizing
- winding
- weaving
- tufting
- knitting
- dyeing
- finishing
- non-woven textile production process
- any special production systems of manufacturing practice, including:
  - just in time (JIT) movement between departments and suppliers or customers
  - special housekeeping practices, including 5S

Appropriate personnel include one or more of the following:

- internal technical specialists
- supervisors
- equipment manufacturer service personnel

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX3010B Monitor textile production processes

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Links

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Assessment Requirements for MSTTX3010 Monitor textile production processes

Modification History

Release 1. Supersedes and is equivalent to LMTTX3010B Monitor textile production processes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, operating manuals
- checking job specifications for requirements including quantity, quality, colour and pattern
- identifying performance parameters
- monitoring production processes on at least two (2) occasions to ensure they are consistent with specified outcomes and comply with workplace procedures
- identifying major faults and out-of-specification performance
- maintaining job records and other documentation
- identifying faults and trialling immediate or short-term solution, and/or determining permanent solution to eliminate the cause of the problem in consultation with appropriate personnel
- making regular checks of process operation and assessing results against job specifications
- recording results of checks and identifying opportunities for process improvements
- communicating and documenting improvements.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- textile production processes used in an enterprise
- range of problems and their solutions associated with textile production operations
- structure of organisation
- internal and external suppliers
- internal and external customers
- raw materials
- product flow
- quality standards and practices
- workplace procedures

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- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in monitoring textile production processes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX3011 Set up, adjust and monitor a machine for TCF production

Modification History

Release 1. Supersedes:

- LMTTX3011A Set up, adjust and maintain circular knitting machines
- LMTTX3012A Set up, adjust and maintain flat knitting machines
- LMTTX3013A Set up, adjust and maintain spinning machines
- LMTTX3014A Set up, adjust and maintain carding machines
- LMTTX3015A Set up, adjust and maintain tufting looms
- LMTTX3016A Set up, adjust and maintain domestic sewing machines
- LMTTX3020A Identify and correct weaving process faults
- LMTTX3021A Apply knowledge of weaving processes to production requirements
- LMTTX3022A Set up and operate weaving looms for production

Not equivalent

Application

This unit of competency covers the skills and knowledge required to set up, adjust and monitor machines used in a textile enterprise. It includes set up for production and the conduct of sample runs, problem solving, repair and preventative maintenance.

This unit of competency applies to the operation of one or more machines and the repair, adjustment, maintenance and testing of the machine/s to ensure efficient working order. Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes.

The application of the unit and the evidence requirements may focus on one or more industry sectors or workplace contexts and will be determined by operational conditions and production requirements.

This unit does not cover all repair and adjustment functions associated with the machine operation. Skills not covered by this unit include repairs or adjustments associated with general engineering (fitting), electrical and electronic systems, and fluid power systems, according to the nature of the set up, repair or adjustment, and the workplace practices of a particular enterprise.

Work may be conducted in a variety of environments, such as operational workplace activities, restricted space, hazardous, controlled or exposed conditions.

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No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to set up, adjust and maintain machines**	2.1	Interpret specifications and production requirements to determine required machine settings for textile product
		2.2	Interpret, reference and apply documentation relating to machine settings, operation and maintenance, according to the needs of the task
		2.3	Select, prepare and use tools appropriate for the machine and task to set up machine for operation
		2.4	Set up machine according to required specifications for operation or product change, including fixing required

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			attachments and operation run at optimum quality and efficiency levels
		2.5	Identify and undertake preliminary operations, as required, and follow required procedures to prepare materials and equipment
		2.6	Instruct machine operators of any special operating requirements
3	**Test machine settings**	3.1	Start, operate, stop, re-start and monitor machine operations in accordance with manufacturer requirements to produce textile material or product
		3.2	Operate machine in accordance with manufacturer and workplace instructions to test settings against specifications and operational standards
		3.3	Examine textile materials, fibres, yarn, product or sample to identify required adjustments to machine settings or pattern specifications
		3.4	Conduct or organise quality tests as required to ensure optimal production outcomes are achieved
		3.5	Identify and document required adjustments, and adjust machine settings accordingly
4	**Diagnose problems**	4.1	Monitor machine operation to assess operational efficiency and safe operation in accordance with workplace procedures
		4.2	Communicate with operator to identify the nature and extent of machine or faults
		4.3	Assess product to identify faults, and examine textile product to assess possible impact on operational problems
		4.4	Identify and analyse problems and faults to determine root cause
		4.5	Establish fault diagnosis and determine strategy for repair, including replacement of yarn or parts, or refer to relevant personnel

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5	**Operate machine and communicate outcomes**	5.1	Return machine to optimal performance through repair of faulty operation or replacement of fibres, yarn or machine parts
		5.2	Test machine and produce sample to ensure problems have been fixed
		5.3	Set machine to run at optimum quality and efficiency levels to produce required quantity and quality of product
		5.4	Set electronic process monitoring safely and to correct functions, as required
		5.5	Maintain records and prepare reports, where necessary
		5.6	Document adjustments to machines and patterns and communicate to appropriate personnel
		5.7	Document operational instructions

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of

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own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:
- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

WHS practices:

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- hazard identification
- induction training
- hazard control
- risk assessment
- implementing risk reduction measures specific to the tasks
- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic conditions of workplace
- following marked walkways
- safe storage of equipment
- housekeeping to keep work area safe
- reporting accidents and incidents
- environmental practices
- safe disposal of chemical and hazardous substances

Unit Mapping Information

Release 1. Supersedes:

- LMTTX3011A Set up, adjust and maintain circular knitting machines
- LMTTX3012A Set up, adjust and maintain flat knitting machines
- LMTTX3013A Set up, adjust and maintain spinning machines
- LMTTX3014A Set up, adjust and maintain carding machines

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- LMTTX3015A Set up, adjust and maintain tufting looms
- LMTTX3016A Set up, adjust and maintain domestic sewing machines
- LMTTX3020A Identify and correct weaving process faults
- LMTTX3021A Apply knowledge of weaving processes to production requirements
- LMTTX3022A Set up and operate weaving looms for production

Not equivalent

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX3011 Set up, adjust and monitor a machine for TCF production

Modification History

Release 1. Supersedes:

- LMTTX3011A Set up, adjust and maintain circular knitting machines
- LMTTX3012A Set up, adjust and maintain flat knitting machines
- LMTTX3013A Set up, adjust and maintain spinning machines
- LMTTX3014A Set up, adjust and maintain carding machines
- LMTTX3015A Set up, adjust and maintain tufting looms
- LMTTX3016A Set up, adjust and maintain domestic sewing machines
- LMTTX3020A Identify and correct weaving process faults
- LMTTX3021A Apply knowledge of weaving processes to production requirements
- LMTTX3022A Set up and operate weaving looms for production

Not equivalent

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices, manufacturer operational guidelines
- applying relevant standards
- interpreting production specifications accurately
- performing sample runs and analysing results to ensure quality outcomes
- identifying and correcting product related faults and making repairs or corrections, within scope of own responsibilities and manufacturer operational guidelines
- identifying and making appropriate machine readjustments and repairs, according to own responsibilities, workplace procedures and manufacturer specifications, on at least two (2) occasions
- starting, operating, stopping, re-starting and monitoring at least one (1) machine in accordance with manufacturer requirements to produce textile material or product, on at least two (2) occasions
- determining root cause and solving operational problems or referring to relevant personnel
- setting and operating machine safely and correctly to run at optimum quality and efficiency levels to produce required quantity and quality of product
- applying work health and safety (WHS) and workplace procedures
- maintaining accurate records.

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Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- setting up and adjustment requirements for the identified machine
- specifications for operation of particular machines
- textile production machines and equipment used in the enterprise:
  - machines for knitting :
    - circular knitting machines
    - electronic and automatic flat knitting machines
  - machines for spinning:
    - spinning machines
    - drawing machines
    - roving machines
    - twisting machines
    - winding machines
  - carding machines:
    - burr handling systems
    - air filtration equipment
    - combs
    - doffer waste system
    - blending systems
    - compressed air and hydraulic systems
  - tufting looms:
    - winding machines
    - finishing equipment
    - other ancillary equipment
  - domestic sewing machines:
    - lockstitch and chain stitch sewing machines
    - overlock sewing machines and sergers
    - high volume automatic and manually operated hem, selvedge and embroidery sewing machines
  - weaving machines:
    - weaving looms
    - broadloom
    - narrowloom
    - all shuttle types
    - Jacquard looms
    - microprocessor or computer-controlled looms

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    - dyeing machines
    - finishing machines
    - ancillary machines typically used in the textile production sector concerned, including:
        - production and service equipment used in the enterprise
        - loading and unloading equipment
        - labelling machine or printer
        - packaging machine
        - stud machine
        - folding machine
- typical products produced by textile production machine, including knitting, sewing, weaving, spinning, carding, tufting and finishing machines:
    - fibres, including polyester, cotton, wool, viscose and rayon
    - yarns, including ring spun, open-ended spun, air jet spun and friction spun
    - fabrics
    - finished products, including socks, sweaters, towels, sheets, blankets, carpets, rope and twine, mops and industrial textiles
- product specifications required for machine
- machine methods and the various types of effects they can produce
- sewing, knitting, weaving, spinning, carding methods and the various types of products and effects they can produce
- fibre types and their method of production
- fibre attributes and parameters
- yarn characteristics, twist and application
- yarn counts and quality indicators
- fabrics and knit effects
- production process and types of production
- pattern specifications
- factors affecting machine performance, including yarn strength, sizing and ambient conditions
- machine manufacturer specifications
- fault identification in materials and textile products, and methods of repair, including threading faults, joining of yarn and tensioning, and setting of clearances, limits and fits
- identification of machine faults and methods of repair, including removal and replacement of faulty or worn parts, and re-setting or re-programming of controls and sensors
- WHS and environmental aspects of relevant enterprise activities
- quality practices
- workplace procedures
- recording and reporting practices

Assessment Conditions

- Assessors must:

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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in setting up, adjusting and monitoring a machine for TCF production, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

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MSTTX3012 Identify and deal with mechanical and low voltage electrical faults in textile machinery

Modification History

Release 1. New Unit supersedes the following units:

- LMTTX3018A Undertake electronic fault finding on textile machinery
- LMTTX3019A Identify and correct mechanical faults in looms and other weaving equipment

Not equivalent

Application

This unit of competency covers the skills and knowledge required to identify and deal with routine mechanical and low voltage electronic faults in textile machinery. It includes repair or replacement of the faulty component or referral to other personnel.

The unit of competency applies to identifying and correcting mechanical faults and rectifying low voltage electrical problems in textile manufacturing machinery.

It does not include 240 Volt or higher equipment and circuits or higher level engineering skills. Work covered by engineering requirements and restricted electrical licences will require additional training to meet licence requirements.

Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes.

Work may be conducted in a variety of environments including operational workplace activities, restricted space, hazardous, controlled or exposed conditions and day or night conditions.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

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Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Identify mechanical or low voltage electrical faults**	2.1	Consult operator to determine machine operation and condition prior to breakdown
		2.2	Conduct visual check of textile machinery and product to identify any obvious damage or faulty components
		2.3	Consult engineering drawings, product specifications and operation manual, where necessary
		2.4	Use appropriate test equipment to test circuits, sensors and other components to determine if fault is electronic in nature
		2.5	Identify and isolate faulty components
3	**Assess and correct mechanical faults**	3.1	Use tools and equipment to adjust machine in accordance with workplace procedures
		3.2	Dismantle parts and assess for disposal, reconditioning or continued use

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		3.3	Recondition parts where required or fit, adjust and test replacement parts according to manufacturer specifications and workplace requirements
		3.4	Check equipment for correct operation and advise operator of any special requirements as a consequence of the repair
		3.5	Assess machine condition and estimate schedule required for overhaul and recondition work
4	**Assess and repair low voltage electrical faults**	4.1	Assess condition of wiring and repair wiring faults according to workplace procedures
		4.2	Dismantle faulty system components according to manufacturer/site specifications and SOPs
		4.3	Assess and replace or adjust faulty electronic equipment components
		4.4	Consult and/or refer repair to relevant personnel, where required
5	**Check textile equipment for correct operation**	5.1	Operate equipment to determine if working correctly
		5.2	Produce sample, as required, to determine that all sensors work and program instructions and product specifications are followed
		5.3	Advise operator of any special requirements as a consequence of the repair
		5.4	Document repair or replacement according to standard procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Repair wiring faults includes one or more of the following:

- isolating wiring faults
- replacing cables/wires of appropriate size and insulation quality
- preparing components, terminals and connections according to industry and enterprise requirements
- preparing wiring terminations
- testing circuit components for correct operation in accordance with standard operating procedures

Machine settings include one or more of the following:

- electronic settings
- automated setting
- mechanical settings

WHS practices:

WHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs

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- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- other WHS practices relevant to the job and enterprise

Unit Mapping Information

Release 1. New Unit supersedes the following units:

- LMTTX3018A Undertake electronic fault finding on textile machinery
- LMTTX3019A Identify and correct mechanical faults in looms and other weaving equipment

Not equivalent

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX3012 Identify and deal with mechanical and low voltage electrical faults in textile machinery

Modification History

Release 1. New Unit supersedes the following units:

- LMTTX3018A Undertake electronic fault finding on textile machinery
- LMTTX3019A Identify and correct mechanical faults in looms and other weaving equipment

Not equivalent

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- correctly interpreting production specifications, schematics and manufacturer instructions of identified machinery
- using appropriate hand and power tools and test equipment
- fault-finding in low voltage electronic circuit and components
- identifying mechanical faults and determining appropriate repair strategies
- dismantling, repairing and/or replacing mechanical components of textile equipment according to manufacturer specifications and workplace procedures on at least two (2) occasions
- using test equipment to determine whether faults are electronic
- assessing and repairing wiring faults according to workplace procedures on at least two (2) occasions
- dismantling, replacing or adjusting electronic components of textile equipment according to manufacturer specifications and workplace procedures on at least two (2) occasions
- performing sample runs and analysing results to determine if equipment is working correctly
- identifying and making appropriate readjustments to electronic controls and systems
- undertaking or scheduling machine overhaul or reconditioning
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)

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- relevant Australian Standards
- textile machinery:
  - spinning
  - carding
  - tufting
  - winding
  - weaving
  - knitting
  - dyeing
  - sewing
  - finishing
  - packing
- role and relationship of electronic components found in textile machinery input devices, programmable logic controllers (PLCs), computers and other processors, display devices, sensors, timers, cables and wiring, cable harnesses, control systems and loom operation
- textile terminology and textile processes
- setting up and adjustment requirements for the textile equipment in the enterprise and the range of textiles or garments produced
- machine components and maintenance schedule
- mechanical and electrical tools and equipment:
  - hand and power tools
  - analogue and digital measuring equipment
  - grinders
  - analogue and digital electronic measuring equipment
  - mechanical measuring equipment and gauges
- quality requirements for the enterprise and product
- equipment manufacturer specifications
- work health and safety (WHS) and environmental requirements for enterprise activities
- workplace procedures and reporting processes
- fibre and yarn characteristics affecting machine performance, for example, yarn strength, sizing, ambient conditions and count
- faults that are caused by electronic equipment, such as control systems and sensors
- operation of identified spinning, tufting, carding, knitting, sewing, dyeing, finishing and ancillary equipment
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator

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- have vocational competency in Identifying and dealing with mechanical and low voltage electrical faults in textile machinery y, at least to the level being assessed, with relevant industry knowledge and experience.

- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX4001 Interpret and apply textile calculations and specifications

Modification History

Release 1. Supersedes and is equivalent to LMTTX4001A Interpret and apply textile calculations and specifications

Application

This unit of competency covers the skills and knowledge required to interpret and apply calculations and specifications within a textile manufacturing environment.

The unit of competency applies to calculations and specifications to ensure specified job requirements and standards of quality and design are met.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Determine job**	1.1 Follow standard operating procedures (SOPs)

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	requirements	1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to apply textile calculations and specifications**	2.1	Identify systems to document specifications
		2.2	Identify techniques for converting specifications across systems for textile production
		2.3	Interpret specifications applying to yarn analysis and fabric analysis
		2.4	Identify, interpret and apply terminology used in the textile production industry relating to raw materials, specifications and processing
		2.5	Interpret specifications to determine work requirements for textile operations
		2.6	Use appropriate information resources and search techniques to clarify specifications
3	**Perform textile calculations**	3.1	Determine what calculations are required for specific production processes
		3.2	Identify and apply formulas used to convert specifications to desired format
		3.3	Identify and apply formulas and graphs appropriate for specified textile to calculate requirements for production
		3.4	Check and verify calculations
		3.5	Examine and validate deviations from expected outcomes with advice from appropriate information resources
4	**Complete records**	4.1	Document calculation records to agreed standards

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4.2 Prepare documentation for testing or production processes

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

Specifications applying to yarn analysis include one or more of the following:

- mean variation
- count or linear density
- ply
- dye weight
- moisture or regain
- winding speed

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Specifications applying to fabric analysis include one or more of the following:	• mass or unit area • thread density • dimensional change
Terminology includes one or more of the following:	• Australian Standards • international standards • industry standards
Formulas include the following:	• calculation of percentages • calculation of fractions • conversion between systems • reading and constructing graphs
Resources and search techniques include one or more of the following:	• SOPs • safety procedures • job lists • manufacturer manuals • specifications • textile production patterns and machine settings • Australian and international Standards • trade journals • quality system documentation • customer requirements • workplace and site procedures and manuals • industry manuals • codes of practice • awards • legislation • plans • diagrams • log books • hard copy or electronic data • key personnel, supervisors, trainers and colleagues • using index, table of contents, and numbering and classification systems • computer database search or look-up, questioning and cross-referencing • basic techniques to identify relevant information, including skimming and scanning, and identifying

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	key words and ideas
Specified textiles include one or more of the following:	• cotton • wool • mad-made fibres
Appropriate information resources include one or more of the following:	• supervisors • managers • trainers • machine manuals

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX4001A Interpret and apply textile calculations and specifications

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX4001 Interpret and apply textile calculations and specifications

Modification History

Release 1. Supersedes and is equivalent to LMTTX4001A Interpret and apply textile calculations and specifications

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- identifying and interpreting specifications relevant to yarn requirements and textile processes
- interpreting and applying terminology used in the textile production industry relating to raw materials, specifications and processing
- determining what calculations are required for specific production processes
- using correct formulas to convert specifications to desired format
- identifying and applying formulas and graphs appropriate for specified textile to calculate requirements for production on at least two (2)
- checking, verifying and recording calculations
- recognising, rectifying and reporting deviations from specifications
- examining and validating deviations from expected outcomes with advice from appropriate information resources
- documenting calculation records to agreed standards
- preparing documentation for testing or production processes.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- textile industry terminology
- systems and formula used in textile calculations
- weight length ratio
- international specification standards
- practical application of calculations
- quality practices
- production processes

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- resources and research techniques
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in interpreting and applying textile calculations and specifications, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX4002 Understand and apply textile science

Modification History

Release 1. Supersedes and is equivalent to LMTTX4002A Understand and apply textile science

Application

This unit of competency covers knowledge of the physical and chemical properties of textiles in processing applications.

This unit of competency applies to using knowledge and understanding of the physical and chemical properties of textiles and associated materials to design, treat and process textile materials. This includes the resultant effects on, and behaviours of, materials when subjected to various treatments.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTGN2011 Identify fibres, fabrics and textiles used in the TCF industry

MSTTX3001 Identify quality and types of textile fibres, yarns and fabrics

Competency Field

Textile production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with standard operating procedures
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Identify the physical and chemical properties of textiles materials**	2.1	Identify textile materials using specifications, work sheets or documentation
		2.2	Seek advice from appropriate personnel to identify unknown textile material
		2.3	Identify the physical properties of the textile material using product specifications, worksheets or documentation and research techniques
		2.4	Identify the chemical properties of the textiles or textile material using product specifications, worksheets or documentation and research techniques
		2.5	Undertake standard tests to establish or validate physical and chemical properties of textiles, where required
3	**Determine effects of textile processes**	3.1	Identify the characteristics and effect of physical and chemical properties on textiles
		3.2	Identify the effects of treatment and textile processing on textile materials
		3.3	Determine the behaviour or impact of treatment and textile processing on the physical and chemical properties of textile materials
		3.4	Undertake standard tests to establish or validate effects of treatment and textile processing, where required

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE • oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Textile materials include the following:	• fibre (natural and man-made) • yarns • fabrics
Specifications include one or more of the following:	• shape • length • strength • contour • shrinkage

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- weight or mass
- colour change and staining
- chemical concentration

Appropriate authorities include one or more of the following:

- supervisors
- managers
- trainers
- machine manual

Resources and search techniques include one or more of the following:

- SOPs
- safety procedures
- job lists
- manufacturer manuals
- specifications
- textile production patterns and machine settings
- international and Australian Standards
- trade journals
- quality system documentation
- customer requirements
- workplace and site procedures and manuals
- industry manuals
- codes of practice
- awards
- legislation
- plans
- diagrams
- log books
- hard copy or electronic data
- key personnel, supervisors, trainers and colleagues
- using index, table of contents, and numbering and classification systems
- computer database search or look-up, questioning and cross-referencing
- basic techniques to identify relevant information, including skimming and scanning, and identifying key words and ideas

Treatments include one or more of the following:

- washing
- drying and curing
- dying
- printing

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- finishing using chemical and mechanical means
- heating
- stretching
- cutting
- spinning
- weaving
- stitching
- water proofing
- flame proofing
- colouring

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX4002A Understand and apply textile science

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX4002 Understand and apply textile science

Modification History

Release 1. Supersedes and is equivalent to LMTTX4002A Understand and apply textile science

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- identifying relevant textile processes and production procedures
- identifying physical and chemical properties of at least two (2) textile materials and the effects of textile processing on these properties
- determining potential impact of textile processes and production procedures on textiles and associated materials
- interpreting impact of textile processes and production procedures on textiles and associated materials accurately
- conducting tests to determine effects of textile processing, as required
- applying workplace procedures
- maintaining accurate records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- textile industry terminology
- physical properties of textiles and associated materials
- chemical properties of textiles and associated materials:
  - fat content
  - chemical concentrations
- physical properties of textiles and other materials:
  - weight or mass
  - density
  - length
  - strength

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    - moisture content
- standard textile treatments and processing techniques:
    - various production processes
    - dyeing and colouration
    - special treatment or finishing
    - printing
    - use in textile products
- proofing techniques (e.g. water and flame)
- standard textile test procedures
- textile test equipment
- international or workplace specification standards
- quality criteria
- quality practices
- production processes
- enterprise lines of authority
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
    - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
    - have vocational competency in applying textile science, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX4003 Perform routine textile testing and analyse results

Modification History

Release 1. Supersedes and is equivalent to LMTTX4003A Perform routine textile testing and analyse results

Application

This unit of competency covers the skills and knowledge required to undertake routine tests on textile materials and interpret test results accurately.

This unit of competency applies to testing textile materials to determine a range of outcomes such as fibre mass, shrinkage, length, density, abrasion, strength, colour performance, finish and other quality standards. Tests are undertaken and analysed in accordance with predetermined industry or enterprise test practices and procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTTX4001 Interpret and apply textile calculations and specifications

MSTTX4002 Understand and apply textile science

Competency Field

Textile production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to perform routine textile testing**	2.1	Obtain specifications applying to textiles, fibres, yarns or fabrics from work sheets or documentation
		2.2	Identify routine tests for textiles, fibres, yarns or fabrics and reasons for tests
		2.3	Determine testing requirements for textiles, fibres, yarns or fabrics and select test methods
		2.4	Determine materials, processes, equipment and timelines appropriate to the test requirements
		2.5	Clarify testing requirements or specifications as required using appropriate information resources
3	**Undertake textile tests**	3.1	Prepare and calibrate materials, tools and equipment required to conduct test, and prepare materials for testing
		3.2	Check test environment meets specifications and undertake test in accordance with testing requirements and workplace procedures
		3.3	Record test procedures and outcomes using standard recording procedures
		3.4	Identify and record all deviations from standard test procedures or report deviations to appropriate personnel

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4	**Analyse test results and complete procedures**	4.1	Interpret and assess test results against industry and design specifications
		4.2	Check and validate deviations in test results, record and report deviations using standard procedures
		4.3	Check inconsistent test results for compliance with test specifications, and conduct tests again, as required
		4.4	Record test results and clean test equipment and work area according to workplace procedures

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Routine tests of textiles include one or more of the following:	• fibre thickness • fibre length • linear density • abrasion • dimensional change • chemical properties • strength • seam opening • colour fastness (wash, perspiration, rubbing and light) • mass per unit area
Industry and design specifications include one or more of the following:	• weight or mass • density • length • contour • constant rate of extension • finish • dimensional change
Test materials, tools and equipment include one or more of the following:	• spectrometer • strength tester • abrasion tester • light exposure box • washing machine
Analysis of test results includes the following:	• comparison to industry and Australian Standards • standard and non-standard deviation • compliance to specifications • limits and tolerances

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Information resources include one or more of the following:

- SOPs
- safety procedures
- job lists
- manufacturer manuals
- specifications
- textile production patterns and machine settings
- international and Australian Standards
- trade journals
- quality system documentation customer requirements
- workplace and site procedures and manuals
- industry manuals
- codes of practice
- awards
- legislation
- plans and diagrams
- log books
- hard copy or electronic data
- key personnel, supervisors, trainers and colleagues

Appropriate personnel include one or more of the following:

- supervisor
- quality manager
- trainer

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX4003A Perform routine textile testing and analyse results

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX4003 Perform routine textile testing and analyse results

Modification History

Release 1. Supersedes and is equivalent to LMTTX4003A Perform routine textile testing and analyse results

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- identifying specifications, determining testing requirements for at least five (5) textiles, fibres, yarns or fabrics and selecting test methods
- determining materials, processes, equipment and timelines appropriate to the test requirements
- determining materials, processes, equipment and timelines appropriate to the test requirements
- preparing and calibrating materials, tools and equipment for testing and checking test environment meets specifications
- conducting routine tests on at least three (3) textile materials
- interpreting test specifications and outcomes accurately
- converting test specifications accurately, as required
- interpreting and assessing test results against industry and design specifications
- checking and validating deviations in test results, recording and reporting deviations using standard procedures
- checking inconsistent test results for compliance with test specifications, and conducting tests again, as required
- recording test results and cleaning test equipment and work area according to workplace procedures.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- textile industry terminology
- standard textile test procedures to determine properties, including weight, length ratio, fibre mass, shrinkage, chemical properties, fibre strength, seam opening, colour fastness properties, strength and abrasion

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- textile test equipment
- international specification standards
- quality criteria
- quality practices
- production processes
- enterprise lines of authority
- workplace procedures
- recording and reporting practices

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in routine textile testing and analysis, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX4004 Select dyes and develop dye specification and recipe for production

Modification History

Release 1. Supersedes and is equivalent to LMTTX4004A Select dyes and develop dye specification and recipe for production

Application

This unit of competency covers the skills and knowledge associated with selecting, developing and testing dyes, chemicals and auxiliaries, and developing a dye specification and recipe for the production of textiles.

This unit of competency applies to textile material and products for which product specifications are developed in the textile sector, including fibres, fabrics, yarns and finished products.

Judgement may be required in planning and selecting appropriate processes or procedures for self and others.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Textile production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to develop dye specification and recipe**	2.1	Confirm specifications and/or sample of textile material product with originator and client
		2.2	Clarify and determine the end use and performance standards expected of finished product with appropriate personnel
		2.3	Analyse sample to determine type and composition using appropriate techniques, as required
3	**Perform preliminary and final tests of dyes**	3.1	Select dyes and chemicals and auxiliaries with reference to specifications and or previous product dyeing references
		3.2	Identify expected textile production and reproduction processes based on preliminary dye selection, and advise appropriate personnel
		3.3	Determine preliminary dye selection for the sample of textile and trial the preliminary recipe and specifications
		3.4	Select sampling and testing techniques appropriate to evaluation of product during limited production run
		3.5	Perform final selection and evaluation of dyes
		3.6	Comply with environmental requirements and workplace procedures at all stages of the process

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4	**Confirm final dye specification and recipe**	4.1	Seek approval of colour specifications by originator or client prior to production run
		4.2	Test samples from bulk production run using appropriate techniques
		4.3	Analyse results and review, modify and re-test dye, as required
		4.4	Develop, check and file dye specification and recipe in accordance with workplace procedures and industry and quality standards
		4.5	Prepare reports and documentation
		4.6	Monitor dye specification and recipe to ensure continuity and repeatability of colour and test results

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling

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	• WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Yarns include one or more of the following:	• spun • open-ended spun • air jet spun • friction spun
Fibres include one or more of the following:	• polyester • cotton • wool • viscose rayon
Finished products include one or more of the following:	• socks • sweaters • towels • sheets • blankets • carpets • rope and twine • mops and industrial textiles
Tests include one or more of the following:	• colour fastness testing • shrinkage testing
Test equipment includes one or more of the following:	• laboratory equipment • pad mangles • rota dryers • mini jets • pilot production plants
Dye specification and recipe include the following:	• dye formulas • application properties • fastness properties and reproducibility • suitability for production and application methods • environmental and safety factors

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Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX4004A Select dyes and develop dye specification and recipe for production

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX4004 Select dyes and develop dye specification and recipe for production

Modification History

Release 1. Supersedes and is equivalent to LMTTX4004A Select dyes and develop dye specification and recipe for production

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- identifying textile characteristics
- establishing and confirming criteria for tests
- setting up and calibrating test equipment
- developing, planning and conducting preliminary trial testing
- conducting tests in limited production run against specified quality standards
- collating, analysing and interpreting tests
- developing and confirming final dye formula and specifications on at least two (2) occasions
- testing samples from bulk production run using appropriate techniques
- analysing results and reviewing, modifying and re-testing dye, as required
- developing, checking and filing dye specification and recipe in accordance with workplace procedures and industry and quality standards
- preparing reports and documentation
- monitoring dye specification and recipe to ensure continuity and repeatability of colour and test results
- complying with environmental requirements and workplace procedures at all stages of the process.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- fibres, yarns and end products and their properties
- dye stuffs and classes
- chemistry of dyes and relevance to processing and fastness properties
- dyeing processes and dyeing machinery

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- relation between dye machinery and selection of dye stuffs and classes
- tests applicable to the dyeing of textiles
- international testing standards
- application of dyes in laboratory and production process
- work health and safety (WHS) and environmental aspects of relevant workplace activities, including handling of chemicals and dangerous substances
- quality criteria
- quality practices
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in selecting dyes and developing dye specifications and recipe, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX4005 Undertake textile colouration and finishing

Modification History

Release 1. Supersedes and is equivalent to LMTTX4005A Undertake textile colouration and finishing

Application

This unit of competency covers the skills and knowledge associated with selecting and applying textile colourisation and finishing processes.

The unit of competency applies to colouration and finishing processes in a production environment, using standard procedures to meet predetermined design and quality specifications. Colouration and finishing processes may be undertaken on a wide range of fabric types as well as fibres, yarns or garments.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTTX4002 Understand and apply textile science

Competency Field

Textile production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Prepare to undertake colouration and finishing**	2.1	Interpret design and textile property specifications that impact on colouration and finishing
		2.2	Identify technical aspects of production requirements
		2.3	Use colour charts and make calculations to determine colour formulas and production material quantities
		2.4	Determine materials, tools and equipment required for finishing process
		2.5	Confirm all specifications and calculations with appropriate personnel, as required
3	**Undertake colouration process**	3.1	Set up equipment, tools and materials according to specifications for work and workplace procedures
		3.2	Check fabrics to be coloured against quality standards
		3.3	Use colouration techniques to produce sample pieces according to specifications
		3.4	Check coloured samples and adjust colour formula, if required, to meet specifications
		3.5	Undertake colouration techniques to meet design specifications and minimise impact on textiles
4	**Undertake finishing process**	4.1	Set up equipment, tools and materials according to specifications for work and workplace procedures
		4.2	Check fabrics to be finished against quality standards

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		4.3	Use finishing techniques to produce sample pieces according to specifications
		4.4	Check finishing samples and adjust finishing process, if required, to meet specifications
		4.5	Undertake finishing techniques to meet design specifications and minimise impact on textiles
5	**Evaluate colouration and finishing processes**	5.1	Assess samples against colouration and finish specifications
		5.2	Check colours and finish to identify any design or production problems
		5.3	Analyse product outcomes and identify opportunities for improvement
		5.4	Evaluate production process to identify opportunities for improvement
		5.5	Document formulas, processes and improvements and store information for later use

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:	• requirements prescribed by legislation, awards, agreements and conditions of employment • SOPs • work instructions • PPE

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	• oral, written and visual communication • quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output • housekeeping • tasks related to environmental protection, waste disposal, pollution control and recycling • WHS practices
Australian Standards include:	• the relevant industry or Australian Standards that are current at the time this unit is being undertaken
Specifications impacting on colouration include one or more of the following:	• type of fibres (plant, animal or synthetic) • chemical properties • physical properties • fibre pre-treatments • type of yarn • type of fabric • type of dye
Specifications impacting on finishing include one or more of the following:	• type of fibres (plant, animal or synthetic) • chemical properties • physical properties • fibre pre-treatments • type of fabric
Colouration and finishing techniques include one or more of the following:	• bleaching • skein dyeing • bath dyeing • batch processing • continuous and semi continuous dyeing • drying and curing • thermasol process
Resources and search techniques include one or more of the following:	• SOPs • safety procedures • job lists • manufacturer manuals • specifications

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- textile production patterns and machine settings
- Australian and international Standards
- trade journals
- quality system documentation
- customer requirements
- workplace and site procedures and manuals
- industry manuals
- codes of practice
- awards
- legislation
- plans
- diagrams
- log books
- hard copy or electronic data
- key personnel, supervisors, trainers and colleagues
- using colour index, table of contents, and numbering and classification systems
- computer database search or look-up, questioning and cross-referencing
- basic techniques to identify relevant information, including skimming and scanning, and identifying key words and ideas

Appropriate personnel include one or more of the following:

- supervisor
- manager
- trainer
- designers

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX4005A Undertake textile colouration and finishing

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX4005 Undertake textile colouration and finishing

Modification History

Release 1. Supersedes and is equivalent to LMTTX4005A Undertake textile colouration and finishing

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- identifying and selecting relevant textile colourisation and finishing processes required to achieve specifications
- determining potential impact of colourisation and finishing processes on textiles and associated materials
- determining standard procedures to overcome or minimise impact on textiles and associated materials
- conducting colourisation and finishing processes to achieve specification on at least two (2) occasions
- checking colouration and finishing samples and adjusting process, if required, to meet specifications
- recognising, rectifying and reporting deviations from specifications
- achieving colour matching and finishing outcomes that meet specifications and workplace procedures
- evaluating colouration and finishing processes
- documenting formulas, processes and improvements and store information for later use.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- textile industry terminology
- physical properties of textiles and associated materials
- chemical properties of textiles and associated materials
- tools and equipment:
  - dyes
  - chemical

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  - dyeing equipment
  - finishing equipment
- standard textile colourisation processing techniques
- standard finishing techniques
- standard textile test procedures
- textile test equipment
- international specification standards
- quality criteria
- quality practices
- workplace procedures
- production processes
- workplace procedures
- recording and reporting practices.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in textile colouration and finishing, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTTX5001 Determine textile finishing processes

Modification History

Release 1. Supersedes and is equivalent to LMTTX5001A Determine textile finishing processes

Application

This unit of competency covers the skills and knowledge required to determine appropriate textile finishing processes within a textile manufacturing environment.

The unit of competency applies to the selection of standard textile finishing processes within a textile manufacturing environment to ensure products and processes meet specifications, specified job requirements, and standards of quality and design. Finishing processes and procedures are documented using standard recording procedures.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSTTX4001 Interpret and apply textile calculations and specifications

MSTTX4002 Understand and apply textile science

Competency Field

Textile production

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine job requirements**	1.1	Follow standard operating procedures (SOPs)
		1.2	Comply with work health and safety (WHS) requirements at all times
		1.3	Use appropriate personal protective equipment (PPE) in accordance with SOPs
		1.4	Identify job requirements from specifications, drawings, job sheets or work instructions
2	**Interpret finishing specifications**	2.1	Interpret specifications applying to textile finishing process from data sheets, production schedules or process specifications
		2.2	Determine type, quantity and quality of materials required for the textile finishing, and test, as required, to confirm material specifications
		2.3	Identify and consider implications of specifications on process in determining process requirements
		2.4	Clarify specifications as required using appropriate information resources
3	**Determine procedures for textile finishing**	3.1	Identify finishing process most appropriate to required outcomes
		3.2	Select required equipment, tools and materials and evaluate for purpose
		3.3	Use appropriate calculations to determine material requirements
		3.4	Determine finishing procedures, formulas and relevant specifications, and document using standard procedures
4	**Confirm finishing**	4.1	Test and validate textile finishing procedures and formulas

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4.2 Identify and document deviations from specifications and conduct further testing to determine variations required to procedures

4.3 Adjust finishing procedures and formulas, as required, to meet specifications

4.4 Document textile finishing procedures and communicate to appropriate personnel for future application

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Workplace procedures include one or more of the following:

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- PPE
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

Australian Standards include:

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

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Textile finishing processes include one or more of the following:	• colouration • washing • bleaching • curing • heating • raising • cropping • decatising • milling • proofing
Materials used in textile finishing include one or more of the following:	• dyes • bleaches • chemicals • pastes
Calculations include one or more of the following:	• ratio • mass or weight • volume • time • dimensions
Specifications applying to textile finishing include one or more of the following:	• percentage • volumes • mass • heating and cooling rates • length and width
Resources and search techniques include one or more of the following:	• standard operating procedures • safety procedures • job lists • manufacturer manuals • specifications • textile production patterns and machine settings • Australian and international Standards • trade journals • quality system documentation • customer requirements • workplace and site procedures and manuals

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- industry manuals
- codes of practice
- awards
- legislation
- plans
- diagrams
- log books
- hard copy or electronic data
- key personnel, supervisors, trainers and colleagues
- using index, table of contents, and numbering and classification systems
- computer database search or look-up, questioning and cross-referencing
- basic techniques to identify relevant information, including skimming and scanning, and identifying key words and ideas

Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTX5001A Determine textile finishing processes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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Assessment Requirements for MSTTX5001 Determine textile finishing processes

Modification History

Release 1. Supersedes and is equivalent to LMTTX5001A Determine textile finishing processes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- interpreting specifications relevant to textile finishing from data sheets, production schedules or process specifications
- determining type, quantity and quality of materials required for the textile finishing, and testing, as required, to confirm material specifications
- determining finishing procedures, formulas and relevant specifications, and documenting using standard procedures, on at least two (2) occasions
- completing accurate textile calculations
- testing and validating textile finishing procedures and formulas
- identifying and documenting deviations from specifications and conducting further testing to determine variations required to procedures
- adjusting finishing procedures and formulas as required to meet specifications
- documenting textile finishing procedures and communicating to appropriate personnel for future application.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- textile industry terminology
- international specification standards
- textile, clothing and footwear (TCF) production processes
- TCF products and materials
- systems and formula used in textile calculations
- properties of materials
- finishing processes
- finishing equipment, tools and materials

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- quality criteria
- quality practices
- workplace structures and communication channels
- workplace procedures
- practices for recording and reporting.

Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in textile finishing processes, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSS402082 Apply cost factors to work practices

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Application

This unit describes the skills and knowledge to identify cost components in work practices and determine, in general terms, the cost impacts of alternative actions.

The unit applies to assessing the relative costs of the alternatives and using this as one of the key factors in making decisions. Decisions are made within the scope of the employee's authority and according to procedures. Typical decisions include those that contribute to the efficient organisation of own work and the improvement of production time and cycle times.

Employees are required to use problem solving to identify cost factors and cost implications of own work and self-management to apply cost-effective practices.

This unit applies to an individual who is required to contribute to, and be involved in, the assessment of cost factors in their work. This may be done individually or in a team environment.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Identify the major cost**	1.1 Identify cost components in the product or process in own work area

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
	components of product or process in own work area	1.2 Recognise the impact of current or alternative actions on costs
2	**Identify constraints to cost-efficiency**	2.1 Identify required production or process rate and major costs
		2.2 Identify costs factors under individual or team control
		2.3 Relate identified costs factors to impact on overall cost of production or process
		2.4 Identify cost factors that are a constraint to cost-efficiency in own work area
3	**Apply cost-efficient work practices**	3.1 Identify and explain to relevant people the implications of actions and changes to improve cost-efficiency in simple financial terms
		3.2 Identify non-financial implications of proposed changes in discussion with relevant people
		3.3 Select actions which minimise overall costs
		3.4 Monitor actions to ensure cost-efficiency in own work area is maintained

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402030 Apply cost factors to work practices.

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Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS402082 Apply cost factors to work practices

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- identified cost factors and cost implications of at least 1 product or process in own work and applied cost-effective practices.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- concepts of expense, income and capital
- relative impact of fixed and variable cost components relevant to own work, including:
  - power and energy
  - materials, plant and equipment
  - production or process time, including impact of salary and wages
  - office expenses
  - government taxes and charges
- financial and non-financial impacts of cost reductions
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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PMASUP420 Minimise environmental impact of process

Modification History

Release 1. Supersedes and is equivalent to PMASUP420B Minimise environmental impact of process

Application

This unit of competency covers the skills and knowledge required to minimise the environmental impact of a plant and/or process. It applies to all resources used and products made by the plant, capital projects and improvements brought about by changes in work practices and procedures.

This unit of competency applies to experienced operators or those in similar roles who are required to apply in-depth knowledge of process and plant to in order to develop practices or procedures for conserving resources and minimising pollution and waste that will deliver the most benefits.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Support

Unit Sector

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Develop resource conservation practices and/or procedures**	1.1	Identify the nature of resources used in the plant/process
		1.2	Identify the primary source of these resources
		1.3	Determine the impact of the depletion of these resources

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			on the environment and society
		1.4	Determine which resources will yield a greater benefit from their conservation
		1.5	Develop methods to reduce the consumption of these resources
		1.6	Complete required documentation to implement change
2	**Develop pollution minimisation practices and/or procedures**	2.1	Identify the nature of pollutants produced by the plant/process
		2.2	Determine the sources of these pollutants within the plant/process
		2.3	Determine the impact of these pollutants on the environment and society
		2.4	Determine which pollutant will yield a greater benefit from their reduction
		2.5	Develop methods to reduce the production of this pollutant
		2.6	Complete required documentation to implement change
3	**Develop waste minimisation practices and/or procedures**	3.1	Identify the nature of wastes produced by the plant/process
		3.2	Determine the sources of these wastes within the plant/process
		3.3	Identify the impact of these wastes on the environment and society
		3.4	Determine which wastes will yield a greater benefit from their reduction
		3.5	Develop methods to reduce the production of this waste
		3.6	Complete required documentation to implement change

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Regulatory framework

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements

All operations to which this unit applies are subject to stringent health, safety and environment (HSE) requirements, which may be imposed through state/territory or federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

Procedures

All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, include one or more of the following:

- emergency procedures
- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant.

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Unit Mapping Information

Release 1. Supersedes and is equivalent to PMASUP420B Minimise environmental impact of process

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=9fc2cf53-e570-4e9f-ad6a-b228ffdb6875

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Assessment Requirements for PMASUP420 Minimise environmental impact of process

Modification History

Release 1. Supersedes and is equivalent to PMASUP420B Minimise environmental impact of process

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include the ability to:

- examine plant records, data and operating procedures and practices to determine options for:
  - maximisation of product yield from raw materials
  - reduction in volume of pollutants made and/or reduction in concentration/intensity of pollutants made and/or reduction in emissions
  - minimisation of wastes
- determine relative benefits of the options and develop processes/procedures to achieve preferred options
- document preferred options and complete written and/or electronic records.

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- resources used by the plant and the impact on the environment and society of using resources
- nature and source of pollutants and waste materials produced by the plant
- nature and severity of the effect the pollutants and waste materials can have on the environment and society
- types of local conditions that can make environmental threats more ‘sensitive’
- pathways of entry to the environment from the plant
- process parameters and limits
- product specifications and tolerances
- principles of operation of plant/equipment
- science (e.g. physics, chemistry and biochemistry) relevant to the process, its materials and eco impacts
- regulatory framework
- organisation procedures, including those covering:
  - environmental management
  - safety, emergency and hazard control
  - procurement.

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Assessment Conditions

- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real project in an operational workplace. Where this is not possible or practical, assessment must occur using a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- In addition, the assessor or anyone acting in subject matter expert role in assessment must demonstrate both technical competency and currency. If the assessor cannot demonstrate technical competency and currency they must assess with a subject matter expert who does meet these requirements.
- Technical competence can be demonstrated through one or more of:
  - relevant VET or other qualification/Statement of Attainment
  - appropriate workplace experience undertaking the type of work being assessed under routine and non-routine conditions
  - appropriate workplace experience supervising/evaluating the type of work being assessed under routine and non-routine conditions
- Currency can be demonstrated through one or more of:
  - being currently employed undertaking the type of work being assessed

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- being employed by the organisation undertaking the type of work being assessed and having maintained currency in accordance with that organisation's policies and procedures
- having consulted/had contact with an organisation undertaking the type of work being assessed within the last twelve months, the consultation/contact being related to assessment
- conducting on-the-job training/assessments of the type of work being assessed
- being an active member of a relevant professional body and participating in activities relevant to the assessment of this type of work.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=9fc2cf53-e570-4e9f-ad6a-b228ffdb6875

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PMBWASTE302 Coordinate waste disposal

Modification History

Release 1. Supersedes and is equivalent to PMBWASTE302C Coordinate waste disposal

Application

This unit of competency covers the skills and knowledge required to coordinate waste disposal.

This unit of competency applies to experienced operators who are required to develop and implement procedures for waste disposal and recycling, retain waste contractors and solve problems within area of responsibility.

This unit of competency applies to an experienced operator demonstrating theoretical and technical knowledge and well developed skills in situations that require some discretion and judgement. The operator may work alone or as a member of a team or group and will work in liaison with other shift team members, team leader and supervisor, as appropriate.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Waste

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Identify**	1.1 Identify waste products from the production process in

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	requirements for waste and recyclable products		terms of the material type, toxicity, recyclability, flammability and reactivity
		1.2	Identify sources of waste and approved locations for storage of each waste type based on regulatory requirements and workplace approved policies and procedures
2	**Develop waste and recycling procedures**	2.1	Identify requirements for handling, disposing or recycling waste
		2.2	Develop storage and handling policies and procedures
		2.3	Publish and post waste management procedures in appropriate locations
		2.4	Identify and retain contractors for disposal of waste
		2.5	Train or arrange training for relevant employees in waste management procedures required by the organisation
3	**Develop waste record systems**	3.1	Instigate and monitor data collection methods to record wastage rates
		3.2	Produce and introduce appropriate proformas to record details of waste collection storage, recycling or waste disposal
		3.3	Establish and maintain reporting relationships among appropriate personnel and complete reports as required

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance.

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Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Regulatory framework

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used.

Applicable legislation, regulations, standards and codes of practice include:

- health, safety and environmental (HSE) legislation, regulations and codes of practice relevant to the workplace, manual handling, hazardous materials and environmental protection
- Australian/international standards relevant to the materials being used and products being made
- any relevant licence and certification requirements.

All operations to which this unit applies are subject to stringent HSE requirements, which may be imposed through state/territory or federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and such requirements the legislative requirements take precedence.

Procedures

All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or any combination of:

- emergency procedures
- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant.

Hazards

Hazards must be identified and controlled. Identifying hazards requires consideration of:

- fumes/vapours
- weight, shape, volume of materials to be handled
- hazardous products and materials
- rotational equipment or vibration

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- sharp edges, protrusions or obstructions
- slippery surfaces, spills or leaks
- smoke, dust or other atmospheric hazards
- high temperatures
- electricity
- gas
- gases and liquids under pressure
- structural hazards
- equipment failures
- machinery, equipment and product mass
- other hazards that might arise.

Problems Routine and non-routine problems must be resolved.

Non-routine problems must be resolved by applying operational knowledge to develop new solutions, either individually or in collaboration with relevant experts, to:

- determine problems needing action
- determine possible fault causes
- develop solutions to problems which do not have a known solution
- follow through items initiated until final resolution has occurred
- report problems outside area of responsibility to designated person.

Non-routine problems are unexpected problems or variations of previous problems and include one or more of:

- variations in contractor/personnel performance
- atypical waste production situations
- emergency situations
- intermittent faults.

Operational knowledge includes one or more of:

- procedures
- training
- technical information, such as journals and engineering specifications
- remembered experience
- relevant knowledge obtained from appropriate people.

Routine problems are predictable and have known solutions and include one or more of:

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- hold-ups in waste removal
- environmental queries
- waste removal systems not working.

Unit Mapping Information

Release 1. Supersedes and is equivalent to PMBWASTE302C Coordinate waste disposal

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=932aacef-7947-4c80-acc6-593719fe4090

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Assessment Requirements for PMBWASTE302 Coordinate waste disposal

Modification History

Release 1. Supersedes and is equivalent to PMBWASTE302C Coordinate waste disposal

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and demonstrate the ability to:

- read and interpret procedures, job specifications, material labels and safety data sheets (SDS)
- identify existing policies and procedures relevant to waste disposal and recycling
- determine sources and quantities of waste
- plan the handling and storage of waste for recycling and disposal processes
- retain contractors to meet waste disposal/recycling requirements
- establish systems to record and report recycling and disposal of waste products
- develop and communicate procedures for handling and storage of waste for recycling and disposal
- determine training needs to support the procedures and provide/arrange for training
- monitor key variables, including:
  - amount and type of waste to be disposed of
  - numbers of personnel to be employed in the process and where
  - nature and type of the waste management process
  - types of records to be kept or documentation to be provided
  - activities of waste collection employees
  - variations to and changes to waste management systems
  - waste management/environmental issues
  - safety requirements
- distinguish between causes of problems, including:
  - operational problems
  - materials properties/variations/contamination
  - process abnormalities
  - procedural errors/performance issues
- recognise and prioritise problems requiring action
- resolve routine and non-routine problems
- communicate effectively with team/work group and supervisors
- complete workplace records
- do basic arithmetical manipulations, including additions, subtractions, divisions, fractions and percentages.

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Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job sufficient to operate independently and to solve routine and non-routine problems, including knowledge of:

- types of waste being produced in the work environment, materials characteristics
- common methods for disposal and/or recycling for types of waste being produced
- types and application of waste retrieval equipment, materials, processes and procedures
- function and principles of operation of waste equipment
- regulatory framework relevant to waste disposal and recycling in the work environment
- human resource practices which encourage and support staff to implement procedures
- dispute resolution procedures
- organisation policies and procedures relevant to the work environment/job role
- hierarchy of control
- hazards that may arise in the job/work environment and:
  - their possible causes
  - potential consequences
  - appropriate risk controls.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real project in an operational workplace. Where this is not possible or where personal safety or environmental damage are limiting factors assessment must occur using a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment in a simulated environment should use evidence collected from demonstration of skills and one or more of:
  - walk-throughs
  - pilot plant operation
  - industry-based case studies/scenarios
  - ‘what ifs’.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews.

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- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- In addition the assessor or anyone acting in subject matter expert role in assessment shall demonstrate both technical competency and currency. If the assessor cannot demonstrate technical competency and currency they shall assess with a subject matter expert who does meet these requirements.
- Technical competence can be demonstrated through one or more of:
  - relevant VET or other qualification/Statement of Attainment
  - appropriate workplace experience undertaking the type of work being assessed under routine and non-routine conditions
  - appropriate workplace experience supervising/evaluating the type of work being assessed under routine and non-routine conditions
- Currency can be demonstrated through one or more of:
  - being currently employed undertaking the type of work being assessed
  - being employed by the organisation undertaking the type of work being assessed and having maintained currency in accordance with that organisation's policies and procedures
  - having consulted/had contact with an organisation undertaking the type of work being assessed within the last twelve months, the consultation/contact being related to assessment
  - conducting on the job training/assessments of the type of work being assessed
  - being an active member of a relevant professional body and participating in activities relevant to the assessment of this type of work.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=932aacef-7947-4c80-acc6-593719fe4090

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SIRRMER004 Develop visual merchandising creative concepts

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop visual merchandising concepts in response to a design brief or organisational strategy. It requires the ability to generate a range of creative ideas and present these ideas to stakeholders for feedback and approval.

This unit applies to visual merchandisers and stylists working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision of others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions within the scope of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine visual merchandising	1.1. Access and interpret a visual merchandising design brief. 1.2. Identify and confirm visual merchandising objectives,

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requirements.	specifications and constraints.
	1.3. Clarify budgetary and time requirements with relevant personnel.
	1.4. Review existing visual merchandising activity and performance results to identify strengths and weaknesses.
	1.5. Research local and global visual merchandising trends and draw inspiration to inform concept development.
	1.6. Review competitor and market activity to identify trends and creative opportunities.
2. Generate options for visual merchandising concept.	2.1. Apply principles and elements of design to generate creative concept options that meet design brief or reflect organisational merchandise strategy.
	2.2. Ensure concept options reflect visual merchandising objectives, specifications and constraints.
	2.3. Challenge assumptions and traditional ways of working to generate concept options that promote diverse and innovative approaches to visual merchandising.
	2.4. Consider the need for scalability and generate concept options accordingly.
	2.5. Consider the need for consistency across channels and locations and generate concept options accordingly.
	2.6. Assess commercial and creative feasibility of concept options and make any required adjustments.
	2.7. Document visual and written representations of concept options.
3. Present creative options.	3.1. Prepare materials and documentation that support the presentation of concept options and aid audience visualisation.
	3.2. Use visual and verbal communication techniques to present creative options to relevant stakeholders.
	3.3. Promote preferred concept option demonstrating alignment to design brief or organisational merchandise strategy.
	3.4. Seek feedback from stakeholders and make any required adjustments to creative options.
	3.5. Agree on preferred concept options and ensure consistent understanding and expectations of all relevant stakeholders.
4. Finalise the visual merchandising concept.	4.1. Document detailed visual and written representations of the finalised and agreed visual merchandising concept.
	4.2. Seek final approval.
	4.3. Communicate finalised visual merchandising concept to

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relevant personnel for implementation.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• adapt communication techniques and styles to meet the needs of a target stakeholder audience when presenting visual merchandising concept options.
Numeracy skills to:	• determine financial feasibility of visual merchandising design options in line with budgetary requirements.
Technology skills to:	• access, document and communicate information using digital technologies.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implemenation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRRMER004 Develop visual merchandising creative concepts

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review a visual merchandising design brief and develop two different visual merchandising concept options that reflect:
  - target audience
  - brand and product objectives
  - commercial objectives
  - resourcing specifications and constraints
  - implementation specifications and constraints
  - use elements and principles of design
- research local and global visual merchandising trends and use findings to inform concept development
- present one of the above concept options using:
  - visual and verbal communication techniques
  - digital and non-digital representations of concept option
- document one finalised visual merchandise creative concept.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key aspects of legal and ethical considerations as they relate to visual merchandising concept development:
  - copyright
  - intellectual property
- role of a design brief in visual merchandising concept development
- role of an organisational merchandise strategy in visual merchandising concept development
- principles of visual merchandising and their application in visual merchandising concept development
- current visual merchandising trends
- sources of creative influence

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- key considerations made in visual merchandising concept development and common types of:
  - objectives
  - specifications
  - constraints
- creative concept development and application of:
  - design processes
  - creative thinking techniques
  - innovative approaches
- scalability and its role in visual merchandising concept development
- techniques to determine commercial and creative feasibility of visual merchandising concepts
- elements and principles of design and their application in visual merchandising:
  - elements of design:
    - texture
    - form
    - colour
    - space
    - line
  - principles of design:
    - harmony
    - rhythm
    - balance
    - dominance
    - scale
    - proportion
    - light
    - contrast
- visual and written techniques for representing visual merchandising creative concepts
- digital and non-digital methods for creating visual representations of design ideas
- presentation techniques for:
  - story-telling
  - increased sensory engagement
  - aiding visualisation
  - communicating concept options:
    - visual
    - verbal
  - communicating to a range of audiences
  - managing feedback and critiquing
  - gaining agreement.

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Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- visual merchandising design briefs
- sources of information on current local and global visual merchandising trends
- digital and non-digital tools for creating visual representation of design ideas
- stakeholders with whom the individual can interact. These can be:
  - stakeholders in an industry workplace, or
  - stakeholders who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implemenation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRRMER005 Implement visual merchandising concepts

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan the implementation of a visual merchandising concept. It requires the ability to accurately interpret a concept, arrange resourcing, monitor concept implementation and determine the effectiveness of the concept.

This unit applies to visual merchandisers and stylists working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision of others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions within the scope of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop concept implementation plan.	1.1. Access and review visual merchandising concept and determine implementation requirements and constraints.

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	1.2. Determine internal and external resource requirements including available budget.
	1.3. Access and review organisational visual merchandising guidelines and standards to inform implementation plan development.
	1.4. Identify opportunities to create cost-efficiencies and maximise use of resources.
	1.5. Identify potential risks to be managed throughout the implementation process and develop contingency plans.
	1.6. Identify key activities and plan the allocation of roles, responsibilities and timelines.
	1.7. Plan product selection and inventory management.
	1.8. Plan internal and external communication strategies for communicating implementation roles, responsibilities and timelines.
	1.9. Develop performance criteria to evaluate the effectiveness of the concept.
	1.10. Document an implementation plan and seek any required approval.
2. Implement the concept.	2.1. Communicate concept implementation plan to relevant personnel.
	2.2. Monitor the implementation of visual merchandising concept and respond to issues as they arise.
	2.3. Provide support and coaching to team members throughout the implementation process.
	2.4. Photograph and document concept implementation.
	2.5. Finalise concept according to implementation plan.
3. Review concept.	3.1. Seek feedback from stakeholders about concept effectiveness.
	3.2. Evaluate concept implementation against predetermined performance criteria.
	3.3. Review and assess effectiveness of concepts in achieving desired performance outcomes.
	3.4. Use findings to make suggestions for future improvements.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• interpret diverse components of budgets and develop resource specifications within budgetary parameters.
Technology skills to:	• access, document and communicate information using digital technologies.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRRMER005 Implement visual merchandising concepts

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a visual merchandising implementation plan for one visual merchandising concept, detailing:
  - objectives
  - resource requirements
  - budgeting
  - product selection
  - inventory management
  - key activities and timelines
  - allocation of roles and responsibilities
  - risk considerations and contingency plans
  - communication strategy
  - performance criteria
  - exit strategy
- oversee the implementation of one concept, by:
  - communicating implementation plan to others
  - ensuring objectives and standards are met
  - managing risks and issues
- review visual merchandising concept performance against performance criteria to determine effectiveness and make recommendations for future improvements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key aspects of visual merchandising implementation planning:
  - steps in the planning process
  - technologies that support effective implementation planning
  - stakeholder involvement
  - managing implementation and consistency across multiple channels and locations

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- alignment to organisational visual merchandising guidelines and standards
- implementation plan formats and key considerations:
  - objectives
  - resource requirements
  - budgeting
  - product selection and availability
  - inventory management
  - key activities and timelines
  - allocation of roles and responsibilities
  - risk considerations and contingency plans
  - communication strategy
  - performance criteria
  - exit strategy
- internal and external factors impacting on the successful implementation of visual merchandising concepts and strategies to minimise impacts:
  - availability of resources and product
  - scalability
  - communication issues
  - budget overruns
  - feedback
  - consistency and quality across multiple channels and locations
- techniques to evaluate and determine the effectiveness of a visual merchandising campaign:
  - profitability
  - operational efficiency
  - success in meeting objectives.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- visual merchandising concept
- visual merchandising concept performance data.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

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- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRRMER006 Achieve visual merchandising targets

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to measure the impact of visual merchandising on sales and customer engagement. It requires the ability to plan and monitor the achievement of visual merchandising targets and use findings to make recommendations for future improvements.

This unit applies to visual merchandisers working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision and guidance from others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify visual merchandising targets.	1.1. Obtain and review organisational visual merchandising targets.

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	1.2. Ensure visual merchandising targets are achievable and make any required recommendations for changes.
	1.3. Review internal and external factors that may affect visual merchandising performance and plan measures to reduce or enhance impact.
	1.4. Review past visual merchandising performance to inform the achievement of visual merchandising targets.
	1.5. Determine strategies for the achievement of visual merchandising targets.
	1.6. Determine both qualitative and quantitative measures for tracking performance.
2. Achieve visual merchandising targets.	2.1. Implement planned strategies for the achievement of visual merchandising targets.
	2.2. Communicate visual merchandising targets to relevant personnel.
	2.3. Ensure availability of adequate resourcing to support the achievement of visual merchandising targets.
	2.4. Support team members to achieve visual merchandising targets and provide feedback on performance.
	2.5. Monitor and record the achievement of visual merchandising targets.
	2.6. Resolve or minimise the impact of internal and external factors that may impact visual merchandising performance.
3. Review visual merchandising performance.	3.1. Analyse actual results against targets to identify strengths and weaknesses of visual merchandising performance.
	3.2. Report on performance and make recommendations for improved future visual merchandising performance.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• assess results and use numerical data to determine and monitor targets.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRRMER006 Achieve visual merchandising targets

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan the achievement of visual merchandising targets and report on performance during one visual merchandising campaign period by:
  - reviewing organisational visual merchandising targets and determining strategies for the achievement of:
    - sales per square metre
    - average spend and conversion rates
    - user-generated content
    - inventory levels and weeks' stock-on-hand
    - projected sell through rates
  - developing measures for performance tracking
  - reviewing visual merchandising performance against targets and making recommendations for future improvements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of visual merchandising in achieving organisational objectives
- role of key retail functions that influence achievement of visual merchandising targets:
  - retail marketing
  - store operations
  - retail buying
  - store design
- strategies to achieve visual merchandising targets:
  - traffic generation:
    - online
    - in store
  - retention of existing customers
  - engagement of new customers

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    - increase average spend and conversion rates:
        - product stories
        - cross-selling and cross-promotion
        - accessorising
    - increased browsing and spending
    - user-generated content
- layout and relationship to traffic flow:
    - product placement
    - precinct management
- resources required to support the achievement of visual merchandising targets
- common factors impacting achievement of visual merchandising targets:
    - internal
    - external
- measures used to track visual merchandising performance:
    - qualitative
    - quantitative
- techniques for reporting on visual merchandising performance.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational visual merchandising targets
- visual merchandising performance results.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRRMER008 Plan and style merchandise photo shoots

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan a photo shoot in response to a brief and then style the shoot for photography. These individuals may work with professional photographers.

This unit applies to personnel working in a diverse range of sectors and business contexts. They operate with independence with limited supervision and guidance from others and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine creative direction of photo shoot.	1.1. Access and interpret requirements of a photo shoot brief and clarify photo shoot specifications and constraints.
	1.2. Research merchandise styling trends to inform photo shoot

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	styling.
	1.3. Identify and seek input from creative sources to inspire photo shoot styling.
	1.4. Create mock-ups of styling options and make refinements to enhance visual appeal and photo shoot outcomes.
	1.5. Seek input from relevant personnel to determine final styling direction and gain required approval.
2. Plan photo shoot.	2.1. Determine photo shoot resource requirements and ensure required resourcing is available within allocated budget.
	2.2. Create a brief of images to be captured during photo shoot.
	2.3. Document a photo shoot schedule and communicate key roles and responsibilities to relevant personnel.
	2.4. Identify potential photo shoot issues and undertake contingency planning to minimise impact.
	2.5. Seek privacy agreements and permissions from talent involved in photo shoot as required.
3. Style photo shoot.	3.1. Access photo shoot location and identify and address any health and safety risks.
	3.2. Style merchandise and props according to agreed styling and photo shoot plan.
	3.3. Review and adjust lighting to enhance photo shoot in consultation with photographer and other personnel as required.
	3.4. Provide clear direction and instructions to photo shoot talent and other personnel involved in photo shoot as required.
	3.5. Adjust styling throughout photo shoot to meet creative brief.
	3.6. Confirm photos listed in brief of images are captured.
	3.7. Finalise photo shoot and restore photo shoot location to original condition.
4. Review images.	4.1. Review images captured during photo shoot and select those that best meet the requirements of the brief.
	4.2. Arrange for additional images to be taken if brief of images is not met.
	4.3. Organise image editing to enhance images.
	4.4. Seek approval of finalised images from relevant personnel.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Technology skills to:	• access and document information and communicate with others using digital technologies and systems.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRRMER008 Plan and style merchandise photo shoots

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a merchandise photo shoot plan, in response to an established photo shoot brief, for one of the following:
  - lifestyle shoot
  - fashion shoot
  - food or beverage shoot
- document the above photo shoot plan including the following details:
  - objectives
  - photo shoot location
  - photo shoot resourcing requirements:
    - props
    - talent
    - merchandise
    - lighting
    - photography equipment
  - brief of images to be captured
  - contingency planning
  - schedule
- style a photo shoot following the above plan, and:
  - test a range of lighting techniques to achieve varying effects on photography
  - adjust product and talent placement to enhance photo shoot outcomes
  - provide direction to others during photo shoot
  - review images and evaluate their suitability for use.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key legal and ethical considerations as related to photo shoots:
  - copyright

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    - misleading or deceiving commercial conduct
    - intellectual property
    - privacy and permissions
    - work, health and safety
- negative and positive space as it relates to image capturing
- information contained within a photo shoot brief and its role in a photo shoot:
    - objectives
    - specifications
    - constraints
    - budget
- styling trends and sources of creative inspiration
- key aspects of a photo shoot plan:
    - objectives
    - photo shoot location
    - photo shoot resourcing requirements:
        - props
        - talent
        - merchandise
        - lighting
        - photography equipment
    - brief of images to be captured
    - contingency planning
    - schedule
- work, health and safety considerations as related to merchandise photo shoots
- application and effects of light in photography
- styling techniques for merchandise
- key product placement techniques for image results:
    - product versus prop
    - negative space
    - positive space
    - techniques and their application
- basic photography terminology.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

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- photo shoot brief
- photo shoot resources:
  - location
  - props
  - talent
  - merchandise
  - lighting
  - equipment
  - photographer and equipment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXPDK001 Advise on products and services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop product and service knowledge and provide information to customers.

This unit applies to individuals working in frontline customer service and sales roles in a diverse range of industry and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Product Knowledge

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop product and service knowledge.	1.1. Identify and access sources of information on products and services. 1.2. Interpret information about availability, features and benefits of products and services.

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	1.3. Compare products and services based on product information. 1.4. Identify and use opportunities to update knowledge for the product and service range.
2. Respond to customer requests.	2.1. Answer customer questions about products and services with current and accurate information. 2.2. Use questions to clarify customer information needs. 2.3. Explain product and service details using clear communication. 2.4. Source additional information when answer to customer request is unknown or refer to relevant colleagues.
3. Enhance information provided.	3.1. Identify situations where additional information may assist the customer. 3.2. Advise on alternative products or services that may meet customer needs when requested item is not available. 3.3. Recommend complementary products, specials, new lines and promotions to customers according to their needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• interpret pricing information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXPDK001 Advise on products and services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret sources of information on four different products or services
- respond to four different customer inquiries for product or service information that individually or cumulatively require provision of information on all of the following:
  - features and benefits
  - price
  - alternative products or services
  - complementary products or services.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - interactions with customers
  - product or service pricing
- basic key aspects of legislation that impact provision of information for the product or service range:
  - Australian Consumer Law
  - product or service specific legislation
- interpersonal communication techniques:
  - active listening and questioning
  - communication methods which convey information clearly and concisely
- product and service information for the product or service range:
  - features and benefits
  - price
  - care and handling of products
  - availability
  - storage requirements, shelf life and use by date
  - warranties

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- ingredients or materials contained in product
- origins
- alternative products and services
- complementary products and services.

Assessment Conditions

Skills must be demonstrated in a services industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- a product or service range
- sources of product information
- relevant documentation:
  - current plain English regulatory documents distributed by government regulators outlining factors that impact provision of information for the product or service range
  - price lists
  - organisational policies and procedures relevant to product and service advice
- customers; these can be:
  - customers in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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TLIA2011 Package goods

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to package goods in accordance with regulatory and workplace requirements as part of work activities undertaken within the transport and logistics industry.

It includes selecting materials, packing, and labelling packaged products/loads to the required labelling standards.

Work is performed under some supervision generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

A – Handling Cargo/Stock

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Select materials and pack products	1.1 Packaging specifications and order packaging documentation are correctly interpreted

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	1.2 Packaging technology suitable for the goods to be packed is selected
	1.3 Packaging materials are identified and matched to specifications
	1.4 Work plan is followed, materials are used economically and appropriate packaging is used to minimise loss and damage in transit or storage
	1.5 Work is planned in accordance with work health and safety (WHS)/occupational health and safety (OHS) requirements
	1.6 Completed packed goods are stacked to minimise damage from within and outside
2 Label packaged products/loads	2.1 Workplace labelling standards are identified
	2.2 Appropriate goods handling, labelling and other identification symbols are used
	2.3 Invoices and picking slips are attached as required
	2.4 Workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIA2011A Package goods.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIA2011 Package goods

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- applying relevant legislation and workplace procedures
- checking operation of packaging equipment in terms of service schedule and standard operating procedures
- communicating and working effectively with others when packaging goods
- completing documentation related to work activities when packaging goods
- estimating the size, shape and special requirements of goods and loads
- implementing contingency plans when packaging goods
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring equipment performance when packaging goods
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with standard operating procedures
- reading and interpreting instructions, procedures and labels relevant to packaging goods
- selecting and using relevant communications, computing equipment and materials when packaging goods
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian and international codes and regulations relevant to packaging goods
- documentation requirements for packaging goods, such as a workplan
- housekeeping standards and procedures
- operational work systems, equipment, management and site operating systems for packaging goods
- problems that may occur when packaging goods and appropriate action that can be taken to resolve these problems
- relevant WHS/OHS and environmental protection procedures and guidelines
- site layout and obstacles
- workplace procedures and policies for packaging goods.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.
-

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TLIA2013 Receive goods

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to receive goods in accordance with regulatory and workplace requirements as part of work activities undertaken within the transport and logistics industry.

It includes identifying workplace procedures and documentation requirements for receiving goods; checking and inspecting goods on arrival and completing workplace documentation; and unloading, unpacking and storing stock.

Work is performed under some supervision generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

A – Handling Cargo/Stock

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify workplace procedures and	1.1 Workplace procedures for receiving goods are

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documentation requirements for receiving goods	identified
	1.2 Purpose of documents associated with receiving goods is interpreted
	1.3 Workplace documentation requirements for receiving goods and reporting damage are identified
2 Check and inspect goods on arrival and complete workplace documentation	2.1 Procedures for checking goods against orders or manifests are identified and followed
	2.2 Discrepancies and/or damaged goods are reported
	2.3 Non-conforming goods are appropriately documented and despatched or stored in accordance with company procedures
3 Unload, unpack and store stock	3.1 Appropriate manual handling techniques and equipment are identified
	3.2 Safe work procedures are used when unloading, unpacking and storing stock
	3.3 Advice is sought on appropriate storage locations and requirements for particular products
	3.4 Goods are unloaded and unpacked in accordance with workplace procedures
	3.5 Assistance is sought from others as required to maintain safe and effective work
	3.6 Directions are followed to store stock in appropriate areas

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIA2013A Receive goods.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIA2013 Receive goods

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate hazards that may exist when receiving goods
- applying relevant legislation and workplace procedures
- communicating and working effectively with others when receiving goods
- completing documentation related to receiving goods
- estimating the size, shape and special requirements of goods and loads
- identifying containers and goods coding, Australian Dangerous Goods (ADG) and International Maritime Dangerous Goods (IMDG) markings and where applicable, emergency information panels
- implementing contingency plans when receiving goods
- modifying activities depending on operational contingencies, risk situations and environments
- operating and adapting to differences in equipment in accordance with standard operating procedures
- reading, interpreting and following instructions, procedures, information, labels and signs relevant to receiving goods
- reporting and/or rectifying identified problems promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using relevant load handling equipment when receiving goods
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian and international codes and regulations relevant to receiving goods including the ADG Code and relevant bond, quarantine or other legislative requirements
- documentation requirements for receiving goods
- focus of operation of work systems, equipment, management and site operating systems for receiving goods
- housekeeping standards and procedures
- problems that may occur when receiving goods and appropriate action that can be taken to resolve these problems
- relevant WHS/OHS and environmental protection procedures and guidelines
- site layout and obstacles
- specifications and standards for checking and inspecting received goods
- workplace procedures and policies for receiving goods.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.
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TLIA2020 Replenish stock

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to replenish stock in accordance with workplace requirements as part of work activities undertaken within the transport and logistics industry.

It includes applying product knowledge to participate in stock rotation activities, interpreting and filling replenishment requests, and completing all required stock replenishment tasks.

Work is performed under some supervision generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

A – Handling Cargo/Stock

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Participate in stock rotation activities	1.1 Stock levels are counted against appropriate documentation
	1.2 Stock levels are recorded and reported
	1.3 Stocks are replenished, adjusted or rotated in accordance with

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	workplace procedures
	1.4 Stock re-ordering processes are activated when appropriate
	1.5 Routine and non-routine problems with products or storage systems are reported in accordance with workplace procedures
2 Interpret and fill replenishment request	2.1 Order request documentation is interpreted
	2.2 Product/s in order are noted and workplace location/s are identified
	2.3 Workplace and product knowledge is used to plan sequence of work
	2.4 Appropriate materials handling equipment is selected in accordance with workplace procedures and timeframes, and work health and safety (WHS)/occupational health and safety (OHS) regulations
	2.5 Required schedules for order movement and despatch or storage are identified
3 Complete stock replenishment	3.1 Products are sorted, assembled and consolidated in the appropriate storage areas
	3.2 Work is checked in accordance with company procedures
	3.3 Documentation and records are completed in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

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Unit Mapping Information

This unit replaces and is equivalent to TLIA2020A Replenish stock.

Links

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Assessment Requirements for TLIA2020 Replenish stock

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- communicating and working effectively with others when replenishing stock
- completing documentation related to replenishing stock
- modifying activities depending on operational contingencies, risk situations and environments
- operating and adapting to differences in stock and equipment in accordance with standard operating procedures
- reading, interpreting and following instructions, procedures and labels relevant to replenishing stock
- reporting and/or rectifying identified problems promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using relevant communications, computing and office equipment when replenishing stock
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian codes and regulations relevant to replenishing stock
- computer records and documentation requirements for replenishing stock
- focus of operation of work systems, equipment, management and site operating systems for replenishing stock
- housekeeping standards and procedures

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- principles of operation and functions of stock control systems
- relevant WHS/OHS and environmental protection procedures and guidelines
- site layout and obstacles
- workplace procedures and policies for replenishing stock.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.
-

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIA2021 Despatch stock

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to despatch stock in accordance with codes/regulations and workplace requirements as part of work activities undertaken within the transport and logistics industry.

It includes analysing orders to identify work requirements, following workplace order picking processes to prepare goods for despatch, and completing despatch tasks in accordance with workplace procedures and schedules.

Work is performed under some supervision generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

A – Handling Cargo/Stock

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Analyse order to identify	1.1 Order request and consignment note documentation is

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work requirements	interpreted
	1.2 Required schedules for despatch are identified
	1.3 Product(s) in order are identified
	1.4 Workplace and product knowledge is used to plan sequence of work
	1.5 Appropriate materials handling equipment is selected within required work health and safety (WHS)/occupational health and safety (OHS) regulations and timeframe for the despatch
2 Follow workplace order picking processes to prepare goods for despatch	2.1 Goods for despatch are selected and checked against product knowledge, labels and other identification systems
	2.2 Products are sorted, assembled and consolidated
	2.3 Orders are secured and placed in storage/despatch zones, in accordance with schedule
	2.4 Order is checked against despatch schedule and order form
3 Complete despatch following workplace procedures and schedules	3.1 Workplace records are completed, and labels and appropriate documentation are attached
	3.2 Load labels and documentation are checked and loading is organised in accordance with workplace procedures and Australian Dangerous Goods (ADG) Code as required
	3.3 Final check of load labels and documentation is completed in accordance with requirements
	3.4 Transportation requirements are communicated to driver as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIA2021A Despatch stock.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIA2021 Despatch stock

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- applying relevant legislation and workplace procedures
- communicating and working effectively with others when organising despatch operations
- completing documentation related to organising despatch operations
- estimating size, shape and special requirements of goods and loads
- modifying activities depending on operational contingencies, risk situations and environments
- operating and adapting to differences in goods and equipment in accordance with standard operating procedures
- reading, interpreting and following instructions, procedures and labels relevant to organising despatch operations
- selecting and using relevant equipment and communications technology when organising despatch operations
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

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- documentation and record requirements for despatch operations
- equipment used during despatch operations and the precautions and procedures that should be followed in its use
- housekeeping standards and procedures
- operational work systems, equipment, management and site operating systems for despatching goods
- problems that may occur when despatching goods and appropriate action that can be taken to resolve these problems
- regulations relevant to despatch operations, including the Australian Dangerous Goods (ADG) Code and relevant bond, quarantine or other legislative requirements
- relevant WHS/OHS and environmental protection procedures and guidelines
- site layout and obstacles
- workplace procedures and policies for organising despatch operations.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.
-

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID2010 Operate a forklift

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to operate a forklift in compliance with the relevant state/territory authority licence requirements and regulations, in a variety of operational contexts.

It includes checking forklift condition, driving forklift to fulfil operational requirements, and monitoring and maintaining forklift performance and site conditions.

Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory work health and safety (WHS)/occupational health and safety (OHS) authority.

Operation of a forklift is performed under some supervision, generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

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Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Check forklift condition	1.1 Condition of forklift is checked for compliance with WHS/OHS and workplace requirements for warning devices, manufacturer specifications and nature of load shifting task
	1.2 Attachments are checked to ensure appropriate adjustment and operation
	1.3 Mirrors and seats are adjusted for safe operation by driver
	1.4 Logbooks are checked and appropriate workplace documentation is completed in accordance with workplace requirements
2 Drive forklift	2.1 Forklift is started, steered, manoeuvred, positioned and stopped in accordance with regulations and manufacturer instructions
	2.2 Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage
	2.3 Operational hazards are identified and/or anticipated and avoided or controlled through defensive driving and appropriate hazard control techniques
	2.4 Forklift is driven in reverse, maintaining visibility and achieving accurate positioning
	2.5 Forklift is parked, shut down and secured in accordance with manufacturer specifications, regulations and workplace procedures
3 Operate forklift to handle loads	3.1 Lifting task to be undertaken is appropriately planned, and correct lifting truck and attachments are selected
	3.2 Load is lifted, carried, lowered and set down in accordance with WHS/OHS legislation, manufacturer specifications and company procedures
4 Monitor site conditions	4.1 Hazards and traffic flow are identified when selecting the most efficient route and appropriate adjustments are made
	4.2 Site conditions are assessed to enable safe operations and to ensure no injury to people or damage to property, equipment, loads or facilities occurs

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5 Monitor and maintain forklift performance	5.1 Performance and efficiency of vehicle operation is monitored during use
	5.2 Defective/irregular performance and malfunctions are reported to relevant personnel
	5.3 Forklift records are maintained/updated in accordance with workplace procedures and legislative requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLID2010A Operate a forklift.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID2010 Operate a forklift

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking and replenishing fluids, and carrying out lubrication processes
- communicating and working effectively with others
- completing relevant documentation
- ensuring forklift and its equipment are maintained in terms of service schedule and standard operating procedures
- identifying points of balance and safe lifting positions on a range of loads when operating a forklift (including accessories)
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring performance of forklift and its equipment, and taking appropriate action as required
- monitoring and prioritising work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with standard operating procedures
- operating electronic communications equipment to required protocol
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and WHS/OHS standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- efficient driving techniques
- engine power management and safe operating strategies
- forklift controls, instruments and indicators, and their use
- forklift handling procedures
- high risk work licence requirements
- operating hazards and related defensive driving and hazard control techniques
- operational emergency procedures
- pre-operational checks carried out on forklift and related action
- principles of stress management when driving a forklift
- relevant duty of care requirements for operating a forklift
- relevant WHS/OHS and environmental procedures and regulations
- site layout and obstacles
- workplace operating procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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MST Textiles, Clothing and Footwear

Modification History

Release	Release Date	Comments
2.1	11 September 2019	Release 2.1 of the MST Textiles, Clothing and Footwear Training Package is a minor update to the training package. MST60119 Advanced Diploma of Applied Fashion Design and Merchandising • Minor changes to Elective Groups A and C
2.0	25 July 2019	Release 2.0 of the MST Textiles, Clothing and Footwear Training Package is an update to training product relating to 'buying' skills. Two qualifications were revised: • MST50119 Diploma of Applied Fashion Design and Merchandising • MST60119 Advanced Diploma of Applied Fashion Design and Merchandising. The following 15 units of competency were revised: • MSTFD4022 Source materials and resources for production of TCF designs • MSTFD4023 Calculate cost estimates for TCF products • MSTFD5023 Develop marketing plans for fashion products • MSTFD5024 Evaluate fashion designs against set criteria • MSTFD5025 Analyse influences on contemporary fashion designs • MSTFD5026 Conduct fashion design purchasing • MSTFD5027 Cost production of fashion and textile designs • MSTFD5028 Develop merchandising plans for fashion products • MSTFD5029 Assess impact of current fashion industry innovations and practices • MSTGN2013 Identify fibres, fabrics and textiles used in the TCF industry • MSTGN2014 Operate computing technology in a TCF workplace • MSTGN5010 Coordinate quality assurance for TCF products and services • MSTGN5011 Work with international TCF supply chains • MSTGN6007 Manage production processes • MSTGN6008 Negotiate and manage contracts to produce finished design products.

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		One new unit of competency was added: • MSTGN4014 Produce and analyse spreadsheets. Two new 'buying' related skills sets were added: • MSTSS00001 Textiles, Clothing and Footwear Buying Skill Set • MSTSS00002 Textiles, Clothing and Footwear Sourcing for Production Skill Set. Eight qualifications were updated with new codes due to **core** unit/s being updated as part of the 'TCF Buying Skills project': • MST20519 Certificate II in TCF Services and Repair • MST30719 Certificate III in Dry Cleaning Operations • MST30819 Certificate III in Applied Fashion Design and Technology • MST40119 Certificate IV in Textile Design, Development and Production • MST40219 Certificate IV in Clothing Production • MST40519 Certificate IV in Applied Fashion Design and Merchandising • MST50219 Diploma of Textile Design and Development • MST60219 Advanced Diploma of Textile Design and Development Refer to the mapping at Appendix II and III for details of how components have changed. In response to the changes, RTOs will need to update training and assessment strategies as the content of units has changed, however they remain equivalent. Some of these units are listed in other qualifications across the training package, so RTOs will need to review the relevant revised units to ensure their training and assessment reflect the changes. RTOs will also need to review the training and assessment materials used to deliver and assess the revised units and qualifications. Details of the changes is outlined in the mapping information. Summary of changes to incorporate LMT07 components into MST Version 2.0 The LMT07 Textiles, Clothing and Footwear Training Package was deleted in April 2019. As a result, MST Textiles, Clothing and Footwear Training Package Version 2.0 includes the following units: • MSTTX2010 Perform wool quality tests • MSTTX2011 Perform wool processing machine setting • MSTTX2012 Perform wool store operations • MSTTX3013 Perform wool processing operations (new unit) • MSTMF4005 Select, produce and adjust casts for accommodative orthoses

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		• MSTMF4006 Fit medical grade footwear and orthoses that are not complex • MSTMF4007 Produce accommodative orthoses • MSTMF4008 Produce negative and positive casts for lasts and corrective orthoses • MSTMF4009 Produce custom-made medical grade footwear • MSTMF4010 Fit complex custom-made medical grade footwear and orthoses • MSTMF4011 Produce corrective orthoses These units are also listed in Appendix I (endorsed components) and Appendix III (unit mapping). Three qualifications were also updated due to the inclusion of additional elective units from now superseded LMT qualifications: • MST20216 Certificate II in TCF Production Operations (4 wool processing units) • MST30116 Certificate III in Clothing and Textile Production (4 wool processing units) • MST40316 Certificate IV in Custom-Made Footwear (7 medical grade footwear units). As of April 2019, the following qualifications and units have been deleted from the national register: • LMT32011 Certificate III in Digitising and Computerised Embroidery • LMT50407 Diploma of Textile Technology and Production Management • LMTGN2001B Follow defined OHS policies and procedures • LMTGN2002B Apply quality standards • LMTGN3006B Take responsibility for visitors and new employees • LMTGN4006A Evaluate equipment and systems • LMTTD5009A Cost production of textile designs • LMTMF6001A Conduct comprehensive medical grade footwear assessments for clients with footwear related medical conditions • LMTMF6002A Design, evaluate and make patterns for medical grade custom-made footwear • LMTMF6003A Research and evaluate medical grade footwear conditions, processes and products. **Note:** The following LMT qualifications and units were endorsed to be deleted as part of the MST Buying Skills Project Release 2.0. The deletions however will be released as part of the MST Laundry & Dry Cleaning project Release 3.0 • LMT11107 Certificate I in Textiles Clothing and Footwear • LMT40907 Certificate IV in Supply and Fitting of

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		Pre-manufactured Medical Grade Footwear • LMT50207 Diploma of Medical Grade Footwear • LMT60207 Advanced Diploma of Medical Grade Footwear • LMTMF6001A Conduct comprehensive medical grade footwear assessments for clients with footwear-related medical conditions • LMTMF6002A Design, evaluate and make patterns for medical grade custom-made footwear • LMTMF6003A Research and evaluate medical grade footwear conditions, processes and products **Note:** LMT40810 Certificate IV in Laundry Operations and Supervision – will be reviewed as part of Laundry and Dry Cleaning project (Textiles Clothing & Footwear Training Package Release 3.0)
1.1	21 November, 2016	**ISC Upgrade** Typographical and data entry errors corrected in: Qualifications: MST20616, MST30116, MST30216, MST30316, MST30816, MST40216, MST40416, MST40516, MST50116, MST60116, MST60216. Units of competency: MSTCL2006, MSTCL3002, MSTCL3003, MSTCL3004, MSTCL3006, MSTCL3007, MSTCL3010, MSTCL4001, MSTFD2001, MSTML3003. Superseded imported unit replaced. All components remain equivalent. Refer to MST Companion Volume Implementation Guide for detailed mapping information.
1	4 July, 2016	Release 1 of the MST Textiles, Clothing and Footwear Training Package includes the following range of qualifications: • TCF Production • Leather and Leather Production • TCF Services and Repair • Applied Fashion Design and Technology • Applied Fashion Design and Merchandising • Manufactured Textile Products • Millinery • Footwear • Dry Cleaning Operations • Laundry Operations • Textiles Design and Production

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		NOTE: LMT07 components not carried forward Release 1 of the MST Textiles, Clothing and Footwear Training Package does not totally replace or supersede all components of LMT07 pending further review and determination by the TCF Industry Reference Committee. Refer MST Textiles, Clothing and Footwear Training Package Companion Volume Implementation Guide Release 1.0.

Credit Arrangements

At the time of endorsement of this Training Package no national credit arrangements exist.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e

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MSTSS00001 Textiles, Clothing and Footwear Buying Skill Set

Modification History

New skill set.

Description

This skill set provides the skills and knowledge to purchase textiles, clothing and footwear (TCF) items, or ranges of items, for resale in a wholesale and/or retail environment. It covers the requirement to interpret trends, identify gaps in the market and anticipate demand and supply within a set timeframe.

Pathways Information

These units can provide a pathway into the MST50119 Diploma of Applied Fashion Design and Merchandising, or the MST60119 Advanced Diploma of Applied Fashion Design and Merchandising. They may also provide a pathway for those who have completed qualifications with specialisations in areas other than Fashion Business.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

BSBMKG507	Interpret market trends and development
MSTFD4003	Assist in preparation of preliminary design concepts
MSTFD4023	Calculate cost estimates for TCF products
MSTFD5028	Develop merchandising plans for fashion products
MSTGN4014	Produce and analyse spreadsheets
MSTGN5008	Identify opportunities in the TCF market

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Target Group

This skill set is suitable for those who work in the fashion industry and who require the skills and knowledge carry out a range of tasks related to buying ranges of textiles, clothing or footwear for resale, or products and services for the manufacture of those items.

Suggested words for Statement of Attainment

This skill set meets the requirements of the fashion industry to purchase textiles, clothing or footwear for resale in a wholesale and/or retail environment. It covers the requirement to interpret trends, identify gaps in the market and anticipate demand and supply within a set timeframe in the textiles, clothing or footwear (TCF) market

Custom Content Section

Not applicable.

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MSTSS00002 Textiles, Clothing and Footwear Sourcing for Production Skill Set

Modification History

New skill set

Description

This skill set provides the skills and knowledge to source, cost and purchase raw materials and/or products and services, from within Australia and from international suppliers, that contribute to the manufacture of textile, clothing or footwear (TCF) products.

Pathways Information

These units can provide a pathway into the MST50119 Diploma of Applied Fashion Design and Merchandising, or the MST60119 Advanced Diploma of Applied Fashion Design and Merchandising. They may also provide a pathway for those who have completed qualifications with specialisations in areas other than Fashion Business.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

MSTFD4003	Assist in preparation of preliminary design concepts
MSTFD4022	Source materials and resources for production of TCF designs
MSTFD5027	Cost production of fashion and textile designs
MSTGN2013	Identify fibres, fabrics and textiles used in the TCF industry
MSTGN5011	Work with international TCF supply chains
MSTGN6008	Negotiate and manage contracts to produce finished design products

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Target Group

This skill set is suitable for those who work in the fashion industry and who require the skills and knowledge to carry out a range of tasks related to sourcing and purchasing raw materials, costing and logistics to create commercial TCF products for the retail market.

Suggested words for Statement of Attainment

This skill set meets the requirements of the of textiles, clothing or footwear (TCF) industry to source, cost and purchase raw materials and/or products and services, from within Australia and from international suppliers, that contribute to the manufacture of TCF products.

Custom Content Section

Not applicable.

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